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A Study of the Relationship between Transformational Leadership and Organizational Culture

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A STUDY OF THE RELATIONSHIP BETWEEN TRANSFORMATIONAL LEADERSHIP AND ORGANIZATIONAL CULTURE

by

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A STUDY OF THE RELATIONSHIP BETWEEN TRANSFORMATIONAL LEADERSHIP AND ORGANIZATIONAL CULTURE

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Western Michigan University, 2004

The research study examines teachers' perspectives on leadership and organizational culture in elementary schools within the state of Michigan. 121 teachers responded to more than 90 survey questions from the Leadership Practices Inventory and the Instructional Climate Inventory. The purposes of the study were to determine (a) whether the school size was related to variations in transformational leadership and organizational culture, and (b) the relationship between transformational leadership and organizational culture. Statistical tests used to determine possible relationships include F-Tests, T-Test and Canonical Correlations.

The author found the following; (a) Teachers' mean scores were moderately high regarding principals' leadership. Post Hoc comparisons indicate that essentially small schools, which tended to have lower means, differed from large and medium sized schools. (b) Teachers also gave moderately high mean ratings regarding school culture. Based on the F-Test, size was not related to the teachers' perception of culture. There was a homogenization in their perceptions; and (c) Canonical correlations analysis indicated that higher teacher ratings on three cultural elements (recognition, affiliation and accomplishment) tended to be associated with higher ratings on principal's transformational leadership. The analysis provides evidence that there is a relationship between organizational culture and leadership.

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Mildred Patricia Howard

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CHAPTER I

INTRODUCTION

Failure to implement the transformational leadership model in the educational system has had a negative impact on the educational process. By Transformational Leadership is meant an approach that allows leaders and teachers to work to accomplish quality goals without focusing on individuals' rank and one that considers the worth, concerns, needs and humanity of the individual participant. Transformational leadership is a type of educational leadership style. Educational style and organizational culture are complimentary. They occur within the same setting. In understanding or defining leadership style, it might be considered a balance between style and organizational culture. There would seem to be a symbiotic relationship; they generate and infuse the other. They both have a bearing on teachers' perceptions and necessarily on students as part of the environment through which teachers move. Therefore, they can be said to impact education.

Overview of the Problem

Since A Nation at Risk in the 1980's, orchestrated by the National Commission on Excellence in Education, there have been concerns raised to a national level about public education (Owens, 1991). Over the years, United States history has repeatedly focused on education. Many presidents since Ronald Reagan and A Nation at Risk and even some before have addressed education as an important national issue or as part of their political platform (Clinton, 1996; Ford, 1976). President Gerald Ford (1976)

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discussed federal education programs in his comments on the role of education in our nation's progress for the future. Education goals were also set by state governors under the leadership of President Bush. In 1989 he and 50 state governors set educational goals for the nation at an Educational Summit in Charlottesville, Virginia (National Education Goals Panel, 1992). President Clinton discussed the need for setting standards to insure the improvement of education at a National Summit on Education (Clinton, 1996).

Baker and Smith (1997) reveal the lengthy concerns about education over multiple decades concerning American students and their academic performance. They reveal that over the past 30 years major international studies in math and science have all included U.S. students. Findings support mediocre performance in relation to students in other developed countries.

In spite of the creation of initiatives and summits resulting from the 1980 National Commission on Excellence in Education, problems remain. Owens (1991) reported that recommendations that followed the 1980 Commission were felt to have few promising initiatives. A Nation Still at Risk in 1999 focuses on some of the problematic factors remaining in education today (A Nation Still at Risk, 1999). Many problems and concerns exist today that continue to present challenges for teachers. These include changing demographics, teacher isolation, lack of support, student discipline and behavior problems (Vandehey, 1981; Klauke, 1989; Connolly, 1995; Slater, 1980; Harris, 1998; Frantz, 1994).

The effects of these problems may contribute to low teacher morale, teacher absenteeism and teacher attrition. School problems and their effects reflect aspects of a

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schools' culture. Learning about the culture of schools is important toward understanding the dynamics of what goes on within schools.

Transformational leadership may be the answer to some of the problems in education today. Furthermore, the interplay between characteristics of transformational leadership and specific aspects of organizational culture may reveal interesting findings. Because teachers work closely with the school leadership and students, their perceptions are vital to the acquisition of information and will be utilized ostensibly throughout this study. The problem of changing demographics, isolation, lack of support and behavior issues will be discussed, followed by a discussion of effects of these problems including low teacher morale, teacher absenteeism, teacher turnover and attrition.

Changing Demographics

Today many teachers must be equipped to work with students from a variety of backgrounds. Teachers must meet the needs of students reflected by changing demographics (Vandehey, 1981). Understanding some of the implications of population changes both locally and nationally is important because educators are serving communities that are rapidly changing. Klauke (1989) reveals a shift in the cultural make-up of student enrollment that will call for the educational environment to address issues brought about by the change. Suggestions are made for educators to become aware through investigative procedures of ways to meet the educational needs of their changing constituency. The changing demographics as a result of the national population distribution shifts with migration, immigration and fertility patterns challenge the country to begin living as multicultural citizenry (Klauke, 1989).

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Our changing population is reflected in many ways. By the year 2010, 38% of young people under the age of 18 will be African, Asian or Hispanic American. The rise of children growing up in single parent homes, as well as other conditions that are prevalent, cause or are associated with an increasing number of children to be labeled "at risk" (Klauke, 1989). The number of public school enrollees will also be affected by the availability of various types of schooling. Private schools are readily available in most towns with a population size of 10,000 (Klauke, 1989).

According to Snyder (1984) and Hodgkinson (1989) school districts might assist students by helping with a cluster of services involving health, education, transportation and other needs. Changing demograhics may be observed in rural schools where immigrants and minority groups have helped contribute to the overall growth of the population. Situations like these may necessitate educators evaluating the need to consider providing instruction in English as a second language for individuals who have recently immigrated (Huang, 1999).

Lankard (1994) communicates the challenge to educators as they increasingly work with multicultural populations. Strategies/techniques proposed for usage are many. Among them are nurturing students' respect and consideration for other viewpoints and the development of critical thinking (Wood, 1993; Fried, 1993). Based on another recent study, new and not so new teachers face a variety of challenging conditions that may include among other concerns, multilingual student populations and students with disabilities (Haselkorn, 1994).

Lack of Support and Isolation of Teachers

While shifting demographics may be a more recent problem, some problems have existed for teachers over the years. Lack of support is a problem that teachers sometimes face. For the purpose of this paper lack of support will be defined as feeling alone or isolated in the performance of the work task. Support may come in many different forms including collegial, community, parental, or administrative. However, according to many authors, teacher isolation and lack of collegial and administrative support are conditions that teachers must confront (Connolly, 1995; Akuchie, 1986; Burch, 1993; Harris, 1998; Slater, 1980; Ulriksen, 1996).

Feelings of support may be linked to other more long-term consequences. In some studies involving teachers and attrition, there was found to be a positive correlation between teachers staying in the profession and having more support from the administration (Bobbitt, et al., 1991; Metzke, 1989). Feelings and perceptions of being supported may come in various forms including having the administration listen to concerns or consider ideas or solutions for problems or simply being acknowledged as a participant. In a recent study, Marlow, Inman, and Betancourt-Smith (1997) described support systems studied for new teachers. The sources of support included colleagues, administration and community. The areas of support were directly related to the teacher's level of comfort and the desire to continue in the profession.

Support from colleagues, or administrators could specifically be built upon sharing ideas and open communication. Marlow, et al. (1997) reveal that sharing of ideas and plans in problem solving are purported by fellow teachers as resulting in less feelings of isolation. Teachers asserted that increased isolation were linked to feelings of

nonsupport. Bacharach and others (1986) in a survey study of 1789 elementary and secondary teachers found that teachers desired more frequent communication and perceived that administrators did not display supportive characteristics. Support issues were some of the circumstances associated with stress in a study of 223 elementary teachers in Colorado. Teachers reported feeling less productive while under stress and utilized social support as a coping mechanism for stress (French, 1987).

Lack of support might have far reaching ramifications. Laub (1998) identified reducing isolation among colleagues as a method to maintain qualified staffs in education and prevent potential or eventual burnout. Further, this study revealed the need to address the issue of collegial isolation because of large numbers of teachers retiring and new capable staff who need to be maintained. The need for the support of teachers surpasses individual difficulties. Indeed, the lack of support might impact the whole profession.

Simon (1980) discussed the self-contained condition and the isolated nature of elementary teacher's work settings. The isolation from other teachers, parents and principals characterizes the school day and results/produces certain relationships. Suggestions for training teachers is an aspect that should be looked at to help alleviate isolation.

Management of Discipline and Behavior Problems

Discipline may be defined in a number of ways. Concern about how to discipline students and behavior problems have existed in the past, and they exist in schools today. For the purpose of this study, discipline will be defined as the remedy for problem behaviors. Student behavior problems will be described as anything that impedes or

prevents the teacher from performing his or her teaching responsibilities. Discipline and behavior problems are often cited as concerns for teachers in the profession (Harris, 1998; Frantz, 1994; Slater, 1980; Crum-mack, 1993). Pellicer (1984) in discussing behavior problems suggested teacher /administrative relationships might be helped by addressing behavior problems.

In addition to strengthening the teacher/administrator relationship, knowledge of techniques and developing skills may need increasing and upgrading. In some situations, problems with discipline and behavior may be allowed to continue or be worsened by the teacher's lack of management skill. Teachers' repertoire of management skills, clear insight and decisive follow-through are often a result of experience. Additionally, a teacher's choice of management style or the ability to be responsive to particular situations may be determined through experience as well (Warga, 1996). Therefore, a teacher's inexperience may contribute to a lack of realistic understanding about expectations of student behavior. Methods for coping and reducing the ill effects of behavior problems on teachers may be explored as well. Difficulty with behavior problems was cited as one of several variables found to contribute to significant differences in teachers' initial expectations and the changes occurring after one year or more on the job (Harris, 1998).

Corley (1998) states that discipline may not be an issue, when other conditions within a teaching situation are met in a satisfactory manner. However, if a mentoring relationship between new and experienced teachers, accurate classroom insight, and understanding of community expectations does not exist, having good discipline is

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critical (Corley, 1998). This finding seems to suggest the importance of an alignment between teacher and community goals, and a supportive collegial relationship.

Finally, in a study involving both teacher educators and beginning teachers about what beginning teachers should know, management and discipline were found to be needed the most. Even though there was disagreement over where teacher training should occur on the job or at the university, both agreed that discipline and behavior management were necessary teacher competencies (Byrd-Rider, 1998).

The effect of problems brought on by feelings of isolation and lack of support, changing demographics, as well as, behavior and discipline problems might well pose concerns for teachers. The problems might well affect teachers through low teacher morale, teacher absenteeism, high teacher turnover and attrition. The discussion that follows describes the latter areas.

Possible Effects on Teachers

Low Teacher Morale

The presence or feelings of stress may reflect the morale of the teacher as it relates to student behavior and supportive or non-supportive collegial and administrative relationships. Tishler and Ernest (1987) in their study of 48 Alabama school teachers on stress, identified the highest job stressors to include disruptive students, and relationships with supervisors among others.

Studies that probe/investigate teachers' perceptions of the leaders' support and teachers' resulting responses, may provide clues about teachers' morale. Hoy and Brown (1988) focused on administrative and teacher relationships in their study. Their findings

revealed perceptions of the leadership including both structure and consideration. The findings were based on perceptions of the leadership providing encouragement and leaders receiving cooperation from teachers. Consideration and encouragement may support and acknowledge the teacher by administrators simply being present or having open communication when teachers have problems. Kouzes and Posner (1995) define Modeling the Way as leaders providing maps to guide people. They allow their actions to provide a foundation upon which to build a credible relationship.

There is an awareness of a need to provide support to teachers. Mantle-Bromley, Gould and McWhorten (2000) reveal their attempt of providing emotional support in the form of encouragement for successes, attending to teachers when lack of confidence or blockages of alternative strategies ensue, and when tears and sadness persist. Weiss and Weiss (1999) point to the need for new teachers to be a part of induction programs. However, while these programs exist, they vary from district to district in conceptualization and structure. These programs might offset current realities of minimal professional development opportunities and lack of support from colleagues.

Teacher morale may be linked to the type of training provided when it includes teaming, mentoring and supervision. Mantle-Bromley, et al. (2000) note that in their study describing three program structures for preservice and recently graduated students, teachers consistently gave the non-traditional program higher ratings of satisfaction on a post hoc comparison. The non-traditional programs referred to as Project Promise and Professional Development Schools included supervision by full time university faculty and a teacher scholar, teaming, discussions, mentoring, peer observations, and school wide activity participation. The broad parameter of experiences for teachers provided by

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the non-traditional program may reflect support in terms of practical support strategies and companion support.

Some relationships between novice and mentor teachers emphasize collaboration. A paradigm change toward reciprocity of teaching and learning roles for novice and mentor teachers. Some research reveals the concept of teachers feeling less isolated and more supported if their ideas are valued (David, 2000). High morale, the intention to remain in teaching and a stronger commitment to teaching was found in school cultures with participative decision making and ones ordaining and supporting collaboration (Weiss, 1999).

Communication in relationships may be an important link to achieving high morale. The teacher-administrator relationships that involve support, encouragement, clear communication and guidance in management are evaluated as well-done by their teachers in their job performance (Weiss, 1999). In addition, this study reveals that a school culture that allows a collaborative environment and is supported by the leadership is related to the first year's teacher morale, and wanting to stay in the profession (Weiss, 1999).

Teacher Absenteeism

Teacher Absenteeism in the field of education has been scrutinized in several previous studies (Bridges, 1980; Bridges and Hallinan, 1978; Jacobson, 1989; Foldesy & Foster, 1989). Teacher absenteeism is found to be more prevalent as compared to other professions (Pitkoff, 1981). According to Lewis (1982), within the United States on any individual day, it is not unusual for 200,000 school employees to be absent from work. A

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study covering three school districts in Washington state on teacher absenteeism and perceptions of the professional environment found that public school elementary teachers were absent more often than support personnel or other secondary teachers. In a study of teacher absenteeism of two hundred seventy urban elementary schools in Texas, one of the variables found to influence teacher absenteeism was years of experience (Davis, 1997). Teacher's absentee rate increased with years of experience. The study also found that leadership behavior influenced teacher absenteeism.

Scott and Wimbush (1991) in their study of 265 teachers concur that teacher absenteeism is a serious problem in the school system. Additional studies have occurred about factors affecting school attendance including job satisfaction (Cheloha & Farr, 1980; Clegg, 1983; Hackett, 1989; Scott & Taylor, 1985).

The relationship between teachers and administration was found to have an impact on teacher satisfaction (Chapman, 1982; Chapman & Lowther, 1982). The findings in some studies on absenteeism seemed to imply that the more satisfied employees had fewer absences on their jobs (Martin & Miller; 1986; Scott & Taylor, 1985).

High Teacher Turn-over and Attrition

In addition to absenteeism high turnover rate and attrition are prevalent among teachers. In this section, attrition and teacher turnover will be discussed for first year teachers and for teachers at various stages of their careers as well. Although the overall attrition rate follows a u-shaped curve based on age, time in teaching and the life-cylcle, other factors are also relevant. One of those factors involve participative decision-making

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opportunities being supported by the administration (Bobbitt, et al., 1991). Other factors include the opportunity to influence teaching, and school policy decisions, as well as empowerment. Marlow, et al. (1997) disclose that new teachers decisions to leave teaching may result from teachers feeling unsupported by the community, feelings of disillusion and pressure to make things better without having a feasible way to do it.

Information will be provided that shows how teachers' may/can become resilient in working around stressors that could normally result in attrition. Beyond isolation and lack of support/consideration, a further more comprehensive view of attrition reveals other teacher motives that lead to high turnover and attrition. According to Chapman (1982) attrition comes in many forms including those being certified and never entering the field, those leaving within the first five years, and those who taught continuously. Additionally, transient or intermittent teachers who often leave to raise families and return were also included. Chapman and Green (1986) suggests that in addition to considering current relationships between administrators and teachers which enhance, promote or allow job satisfaction, attention must be given to individual's initial work commitment and early work experiences. According to the authors, this more comprehensive look at attrition will assist in the understanding of a broader range of relevant factors impacting retention. However, there is much research that focuses its attention to the teacher and administrator relationship features that shape some of the unfavorable conditions of teaching given the long term impact of the developing career (Chapman & Green, 1986).

Teacher attrition patterns may be linked to career choice decisions, lifestyle issues, as well as work conditions. Heyns (1988) concurs with much of the literature

regarding teacher attrition being an issue worth further study in education. Based on this author, teacher turnover may be higher than revealed levels have suggested. However, the results of the study indicate that the benefits, salaries and level of satisfaction that exist is reflected by the desire of former teachers to return to teaching. The patterns of re-entry into the field also substantiate these findings. Findings also suggest that late-entry teachers (entering after families), and those who worked intermittently and those hired after 1980 were more likely to be products of fairly advantaged families. These economically able teachers reported more satisfaction with the profession co-existing with their pattern of late entry and intermittent teaching. Implications for reversing trends of attrition may be found in seeking ways to establish resiliency and revitalization through paid sabbatical leaves, or other sources free from the routine stressors of current work situations (Heyns, 1988).

Situations like the following may help to perpetuate behavior and discipline concerns based on specific conditions within particular settings. Additional implications may stem from inner city schools where fairly high numbers of minority students exist with underfunded and understaffed conditions. Further analysis of what can be done to provide means of satisfaction within the context of these situations may be pursued with the intent to reverse mobility and attrition in these areas (Heyns, 1988).

Chapman (1982) pointed to the initial commitment to teaching as a strong predictor of teacher retention when considering the first teaching experience, educational program adequacy and academic standing. Further analyzing of those who taught briefly and left versus those who never taught revealed interesting findings as well. However, it would seem that alleviating isolation and lack of support at the onset of teacher's careers

might impact those teachers whose initial commitment was less than substantial to stay rather than leave. It was speculated that those who never taught used the training period as an opportunity to utilize time toward making decisions about other career goals. This was found to be in contrast to those who soon left teaching, changed jobs and reported low satisfaction in their job and educational training (Chapman, 1982).

Regardless of an individual's intent or motive, some may be more or less suited to the rigors of education. Skill and ability level was investigated as it related to attrition in teaching (Chapman & Hutcheson, 1982). In self-analyses, it was revealed that teachers who left teaching rated themselves differently than those who remained, possibly explaining some of the reasons why particular teachers stayed. Those remaining characterized themselves as having organizational skills associated to time management, new approaches and planning. Those who left were characterized as having evaluative and analytical skills. Chapman and Hutcheson (1982) also point to the fact that many who left teaching remained in the field in other capacities. Others who left education entered into a wide variety of other occupations. For those teachers who remained possessing organizational skills in management and planning, a setting free from isolation and lack of support from colleagues and administrators would have benefited the teachers who decided to stay as well as the existing teachers.

It is clear that teacher attrition may also revolve around a number of lifestyle choices, involving intent, motive, and skill, among other issues not withstanding isolation, the absence of supportive relationships, changing demographics, behavior and discipline problems. Bobbitt, Faupel and Burns (1978) state that opportunities to influence and participate in decision-making combat feelings of isolation and non-support

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clearly exist. Marlow, et al. (1997) research indicates that new teachers leave the profession because of disillusion and pressure. Conversely, it would seem that assisting and supporting new teachers through idea sharing and collaboration might decrease disillusionment and relieve pressure based on lack of skill, possibly increasing longevity in the profession.

In summary, whereas these problems have existed in education in the past and continue to exist throughout our present day, individuals (from presidents to ordinary men and women) may often be found seeking to find solutions. This author as part of the doctoral dissertation process officially joins their ranks. The problems including changing demographics, teacher isolation and lack of support, behavior and discipline problems possibly resulting in low teacher morale, teacher absenteeism, high turnover and attrition remain a concern for many. Much has been written about Transformational Leadership in the author's attempt to find a solution within this study. Teachers find themselves in the unique position to share their perceptions of leadership styles and their schools' organizational cultures. In addition, as part of this study, teachers will provide perceptions about how leadership style and culture are related and how they impact them in their roles as teachers. Information will also be provided relative to school population size.

Purpose of the Study

Education is important to everyone from presidents to the general public. The success of schools directly affect students, teachers, and administrators and may indirectly affect the strength, growth and future well - being of a nation. Many problems

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exist in education today. Some are longstanding problems, other problems represent changing concerns contributing to current conditions within schools.

Learning about the culture of schools is important toward understanding what goes on in the schools. The brief exploration, at the beginning of this chapter, on the historical and political context of education within the United States and the general social milieu of education today, created the researcher's desire for a more intimate examination of the literature. The purpose of this study was to gain an understanding of the teachers' perspective of their administrators' leadership style, the schools' culture and the relationship between certain aspects of transformational leadership with particular aspects of organizational culture.

Transformational leadership and culture form the cornerstone of the study. Transformational leadership may very well be the answer to some of the problems and their effects including teacher isolation, student behavior and discipline problems, changing demographics, low teacher morale, teacher absenteeism and attrition. However, fundamentally this study will answer questions about the relationship between transformational leadership and organizational culture in a steady and consistent progression from the general to more specific intricacies.

For the purpose of this study, it is necessary to define basic and recurring terms beginning with organizational culture, and transformational leadership.
By Organizational Culture is meant the norms that inform people of what are not the dominant values that the organization cherishes above others, the basic *assumptions and beliefs* that are shared by members of the organization, the "rules" of the game that must be observed if one is to get along and be accepted as a member, the philosophy that

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guides the organization in dealing with its employees and its clients. These elements of organizational culture are developed over a period of time by the people in the organization working together. They evolve during the history of the organization and are shared and subscribed to by those who are a part of that history (Owens, 1991).

Pulitzer prize-winning novelist James Mac Gregor Burns (1978) describes transforming leadership as "Such leadership [transformational] occurs when one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality" (p. 20).

Within the context of this study, the researcher views five critical components in the transformational relationship between teachers and their leaders to include "challenging the process" or current ways of thinking, working together to develop ideas and "inspire a shared vision" while being concerned for the feelings of all individuals, and "encouraging the heart." There will also be discussions on allowing or "enabling others to act" and "modeling the way" for those who need guidance (Kouzes and Posner, 1995). Although these phrases have not been labeled as transformational, they have qualities that closely resemble transformational leadership. In direct contrast bureaucratic or hierarchial leadership approach is based on a well-defined rank or hierarchy of authority, including rules to cover rights and responsibilities of employees with a system for workplace procedures. Vertical communication is emphasized with close supervision of those in lower ranks. Relationships were impersonal and promotions dealt with competence in technical areas (Owens, 1991)

Organizational culture and climate are words that compliment each other. Culture is sometimes described based on the way things are handled and how issues are resolved.

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Climate is essentially the perception of the culture (Owens, 1991). In this study the teachers' responses to questions will be utilized to provide the data about what is happening (climate) within the schools. Therefore, one of the instruments used in the study will be referred to as a climate tool, but it was used to assess the school culture.

This informational study may be distinguished from others in additional ways. Many studies involving schools and their leaders compare leaders' self- assessments to teacher perceptions of their leaders. This study only concerned itself with the teacher's perception of the leadership and the teacher's perception of the organizational culture. Therefore, this study is somewhat unique because it solely enlists the perceptions of the teacher on school culture and school leadership. In addition, it is unique because correlations were made based on individual teachers being used to represent the entire school. Typically, the entire staff is sought to represent the school as a unit of comparison to other schools. These unique features within one study distinguish it from others found in the research of literature reviewed.

The practical outcome was the dissertation itself, which provided insight to leaders about leadership style behaviors in relation to organizational culture. Also the study provided resulting information based on intervening variables of student population size. In a summary statement of an extensive review of research on school climate, Anderson (1982) noted a need for more research that was conceptually based instead of adding to a list of variables to discern or reaffirm a relationship. This study although not purely conceptually based, added to the existing body of knowledge that result from empirical findings about these relationships.

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In conclusion, the framework for this study including research questions and conceptual and operational hypotheses will follow with chapter summaries that provide an overview of the entire dissertation.

Research Questions

1) What are teachers' perceptions of their principals' leadership (descriptive for the composite as well as the subscales)? Are there any differences among elementary teachers who work in schools of different sizes (F-test for three levels for the composite as well as the subscales)?

2) What are teacher's perceptions of their schools' culture (descriptive for the composite as well as the subscales)? Are there any differences among the elementary teachers who work in schools of different sizes (F-test for three levels for the composite as well as the subscales)?

3) Are there any relationships between principals' leadership and schools' culture (canonical correlation)?

Conceptual Hypotheses

1) There is a relationship between the implementation of the Transformational Leadership Style and the Organizational Culture of a school reflected through the teachers' perception. Differences will be present based on school size.

2) There is a relationship between aspects of Transformational Leadership including Challenging the Process, Inspiring a Shared Vision, Encouraging the Heart, Enabling Others to Act, and Modeling the Way with aspects of Organizational Culture including

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Satisfaction, Recognition and Power, Accomplishment and Commitment, as well as

Affiliation and Strength of Climate. Differences will be present based on school size.

Operationalized Hypotheses

1) There is a positive relationship between Transformational Leadership and

Organizational Culture such that characteristics of Transformational Leadership will be

reflected in aspects of the Organizational Culture.

2) Teacher's perceptions will reflect a positive relationship between Transformational

Leadership and Organizational Culture such that aspects of Organizational Culture will

be perceived as present and co-existing with characteristics Transformational Leadership.

Null Hypothesis

There is no relationship between Transformational Leadership and Organizational

Culture such that characteristics of Transformational Leadership will be reflected in

aspects of Organizational Culture. There will be no relationship present based on school

size.

Overview of the Dissertation

The following descriptions summarize the contents of chapter one and provide a

brief description of what will be covered in the remaining chapters of the project.

Chapter I – Introduction will acquaint the reader with the problem and background

information that support it, the purpose and specific questions to be addressed.

Chapter II – Literature review will provide pertinent background information surrounding the topic of transformational leadership, organizational culture and related information. Chapter III – Methodology will outline the method used to obtain data and the procedure used to disseminate and retrieve information along with schedules and approvals. Chapter IV – Data Analysis will clearly restate the hypothesis and questions to be answered, identify the test statistic for each and the step by step process of its use. Chapter V – Findings/ Implications will be based on the results of the test statistic including a discussion of the results and the implications for future studies.

Visual Conceptual Overview

Below two visual representations are graphically presented to illustrate the major concepts within the study (Figures 1 and 2). The first graphic shows the primary relationship being studied in this dissertation with school size as an intervening variable to be considered (Figure 1). The main variables of leadership and culture are shown in large bold lettering to denote the broadness of each main category or variable. The large arrows between the two main variables demonstrate the relationship between the two. The small letters on the side of the main variables represent the intervening variable of school size to be considered in this study. Each of the three questions form the framework for the study and are clearly indicated on the visual. The first question begins with a focus on the broad/composite of leadership and progresses to a more specific or finite subscale focus. Specific differences being sought to answer the questions are also identified. Question number two is structured in a similar manner as it examines the second variable of culture. The final question addresses any differences or similarities

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between all of the subscales from each of the main variables of leadership and culture. Each of the three questions lists the appropriate test statistic that will be used to identify its value.

The second visual conceptualization of the study is presented in a graphic format (Figure 2). Its language is more precise than the first visual by identifying the specific type of leadership as transformational and identifying the specific type of culture as organizational. It also delineates each of the five subscales within the leadership variable, followed by a list of the seven culture subscales directly across from each other. The larger overarching concepts at the upper portion of the graphic are appropriately represented with larger lettering. The concept is presented from the general concept and progress to the more specific. The visual also identifies the anchor of the study residing in the state of Michigan. The intervening variable of school size is listed in the oval at the bottom of the visual.

SCHOOL SIZE → **LEADERSHIP** ←→ **CULTURE** ← **SCHOOL SIZE**

QUESTION # 1

What is teacher's perception of their principals' leadership (descriptive for the composite as well as the subscales)? Are there any differences among the elementary teachers who work in schools of different sizes (F-test for three levels for the composite as well as the subscale)?

QUESTION # 3

Are there any relationships between principals' leadership and schools' culture (canonical correlation)?

QUESTION # 2

What is teacher's perception of their school's culture (descriptive for the composite as well as the subscales)? Are there any differences among the elementary teachers who work in schools of different sizes (F-test for three levels for the composite as well as the subscale)?

Figure 1. Visual Overview Conceptualization

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TRANSFORMATIONAL LEADERSHIP

ORGANIZATIONAL CULTURE

Challenging Process
Inspiring Shared Vision
Enabling Others to Act ⟷
Modeling the Way
Encouraging the Heart

Satisfaction
Commitment
Strength of Climate
Accomplishment
Recognition
Power
Affiliation

**State of Michigan
Southeast Quadrant Michigan**

School Size
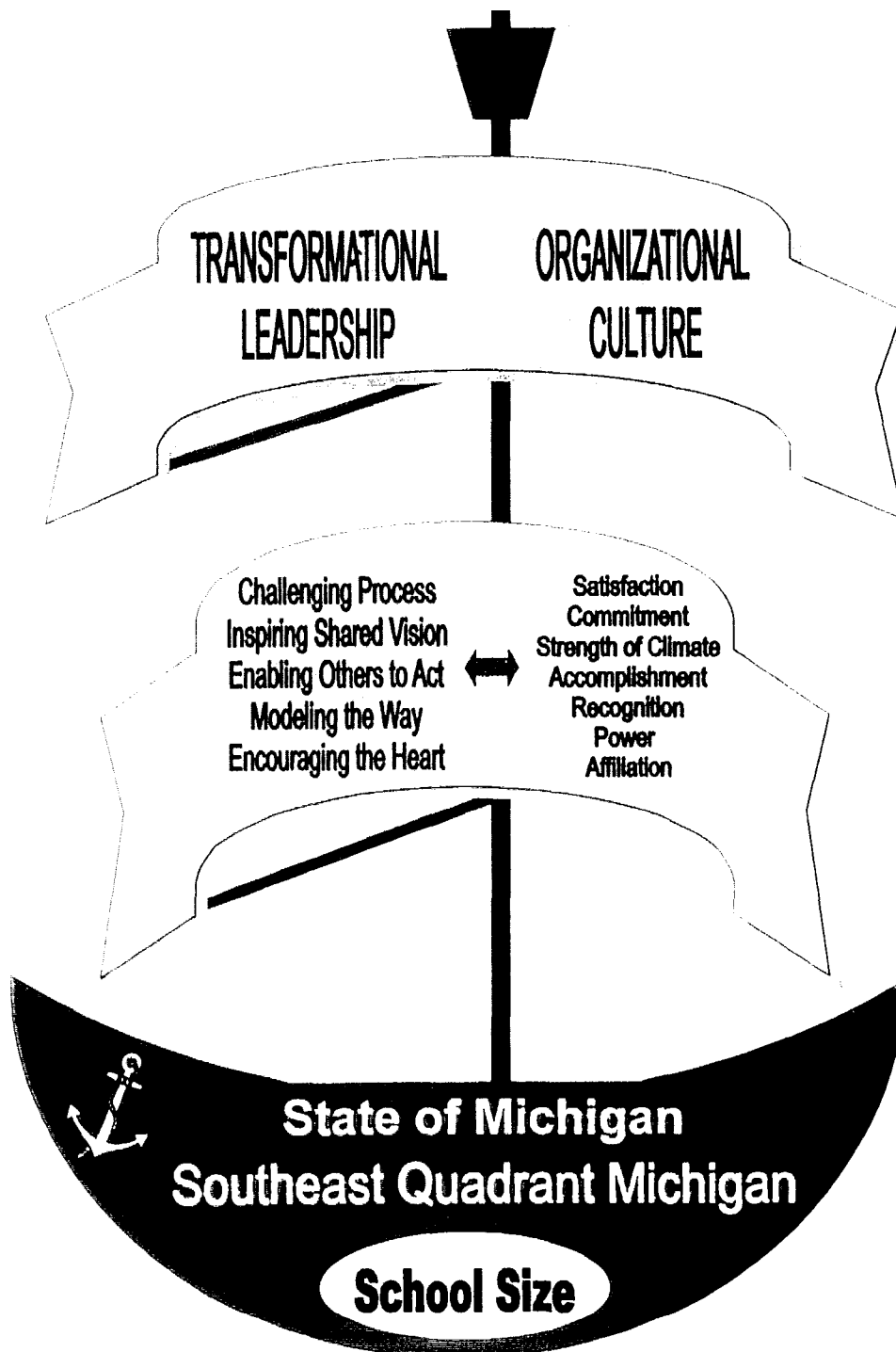
Figure 2. Major Variables and Their Subscales

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CHAPTER II

REVIEW OF LITERATURE

Overview

The literature review will be divided into five areas. The first part of the review

will share studies that discuss various qualities of principals as leaders. This discussion

may include defining qualities of being a principal. Studies that show the relationship

between leadership style and organizational culture will be covered in the second part of

the review. Here, leadership style and its impact on organizational culture in schools will

be discussed. Information is provided about the relationship between transformational

leadership and organizational culture in the part three of the literature review.

Additionally, as a subset, the relationship between specific qualities of transformational

leadership and its impact on organizational culture in schools will be discussed. The

fourth and fifth part of the review will briefly discuss the relationship between the size of

an organization and perceptions of the leadership followed by a discussion on the

relationship between size of the organization and organizational culture.

Qualities of Principals as Leaders

Goal Strategist

Many qualities were found in the literature concerning principals in various roles.

Attaining goals was one of the qualities that appeared numerous times in the literature.

According to some of these sources, establishing goals is important in the role of

principal leadership (Goldring & Paternack, 1994; Kochan & Spencer, 1999; George

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2001; Bradshaw, 2000). Numerous ways of ensuring that goals were attained was explored in the literature. One of the primary findings was centered on being a goal strategist. This involved using a number of strategies to ensure that goals were achieved. Managing time to ensure that efforts could be focused on goals was important (Kochan & Spencer, 1999; George, 2001). Therefore, with the understanding that the attainment of goals are an important quality of leadership and the realization that skills other than goal attainment skills must be in operation to allow these goals to flourish.

A goal oriented leader needs to provide clear goals. The leader must also be a facilitator to ensure the clarity of goals (Kochan & Spencer, 1999; Goldring & Pasternack, 1994). When ample time is given to focus on goals, it is as important that the goals be clearly stated and understood. If this does not occur time is not being managed effectively. If the leader effectively functions in the role as a goal clarifier, time will not be wasted because of lack of understanding about what is meant by the stated goals. Goldring & Pasternack (1994) described an important strategy of principals as a framer of goals, which brings about clarity related to goals for improvement.

According to the literature, goal oriented principal leaders align strategies toward goal implementation (Smith, 1994: George, 2001; Goldring & Pasternack, 1994). Aligning more than one strategy to ensure the attainment of the goal oriented principal was implemented through the use of data gathering (Smith, 1994; George, 2001; Goldring & Pasternack, 1994). Utilizing data to focus on goals allowed the principal as a leader to align a narrowly focused implementation of goals based on the data. It allowed the leader to be more strategic and precise. It further aided clarity because of its specificity based on the data. According to Goldring and Pasternack (1994) consistency

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in the use of specific or targeted goals could be aided by the use of data as a means to get to effectiveness.

Some of the literature focused on the goal oriented principal leaders' ability to redefine or relinquish parts of the traditional role of leadership (Bradshaw, 2000). Bradshaw (2000), George (2001), Goldring and Pasternack (1994), Kirby and Colbert (1994), and Kochan and Spencer (1999) all reveal that in the quest to be a goal-focused leader alternative roles may be utilized. The principal may function as coordinator or guider, and be one who champions teamwork while having the ability to change roles and redefine leadership. The principal may also function as a developer for teacher/staff growth. Additionally, studies found that principal-leader goals could be reached through roles as an empowerer which offered others greater opportunity for decision-making (Kirby & Colbert, 1994).

Multi-Dimensional and Multi-Strategic Qualities

Another quality of principal leadership found throughout the literature was the ability to be multi-dimensional and multi-strategic. Much of the literature speaks to the complexity involved in the role of principal (Bradshaw, 2000; Sebring & Bryk, 2000; Barker, 2001; Cascadden, 1998). Many principal-leaders have to serve in more than one role at the same time. Principals often contend with the idea of being a manager, or a leader (Cascadden, 1998). Issues surrounding whether to be more concerned with the job that must be accomplished or the person/teacher who is performing the job are often a concern that makes principals acutely aware of the multiple dimensions and roles through which they must function (Sebring & Bryk, 2000).

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Leadership that is inclusive takes on the dimension of consideration of other persons (Sebring & Bryk, 2000). The dimension of consideration emphasizes relationships. Within those relationships the principal-leadership is focused on building trust among those in the relationship and building a spirit of cooperation (Sebring & Bryk, 2000). This dimension may bring about the need for different or additional strategies that were not previously needed. Strategies that include engaging, supporting, promoting, strengthening, selecting, building, defining and redefining are all possibilities for use in building relationships (George, 2001). While some of the strategies may not be new to leaders some might be new based on changing roles that call for the multi-dimensional approaches. Bradshaw (2000) describes the leaders' ability to redefine his or her leadership and consider others' point of view as no longer an act of charity, but a factor in the development of true partnerships.

A multi-dimensional principal-leader takes into consideration various points of view from different factions/groups. Sometimes these groups involve students and various other school personnel (George, 2001). Principal-leaders struggle with whether or not to focus on the collective vision or their own personal vision (Bradshaw, 2000). When the multi-dimensional leader gives consideration to others and their point of view, the leader may use many different strategies to achieve the same purpose. Goldring and Pasternack (1994) discuss how numerous strategies can be used to communicate goals to everyone in the organization.

Barker (2001) describe qualities of leadership as the ability to use a full range of styles and strategies. According to Barker (2001) this approach is relevant because it aligns itself to many people at the same time and is linked to effectiveness. Cascadden

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(1998) describe numerous qualities of principal leadership including manager, leader, and visionary qualities. In this way, the multistrategic and multi-dimensional leader could be said to be both versatile and well-balanced in their approach. Leaders who demonstrate qualities of consideration to others as a part of their leadership might also be democratic. Cascadden (1998) also describes the need for democratic leader qualities that consider the affect of the leadership on others.

Caring Leadership Qualities

Kirby and Colbert (1994) describe this quality of leadership as one that concerns itself with an emphasis on human relations. There is a focus on working for the common good. The human relations emphasis and caring qualities are embraced as the foundation or the conditions for success. The human relations aspect and the aspiration for success are intertwined in a manner that allows them to peacefully coexist. In the pursuit of working to achieve success the principal leader is considerate of those who are working toward the achievement of a goal. Sebring and Bryk (2000) describe the leader as one who has qualities that are concerned with the well-being of others. There is a dual focus that includes success and working peaceably.

The caring quality also is shown in the leader's use of resources, tools and provisions to get the job done (Sebring & Bryk, 2000). The leader quality of caring allow leaders' behaviors that reflect the value of considering others in a tangible way. In this study the challenge involved improving test scores. There is a linkage between what is valued and an associated behavior. The concern for the well-being of others can be seen

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and felt. Sebring and Bryk (2000) also describe this leader as one who builds trust and a spirit of cooperation.

The caring quality must be seen as non-manipulative. Kirby and Colbert (1994) describe authentic and genuine qualities that focus on others as able to influence the climate of the school. According to Sebring and Bryk (2000) the impact of the principals caring qualities allow others in the environment to take risks and to take on other challenges. Within the context of events in the school it is easy to speculate about potential impact. This study focused on the challenge involved in improving test scores.

In a comparative study between school and business leaders there was agreement on four of the top five ideal attributes for leaders (Sebring & Bryk, 2000). Although the commonality on four of five attributes was surprising, more surprisingly was the attribute of caring which distinguished the settings. The difference was found based on the attribute of caring desired in the school setting as contrasted with the attribute of intelligence among business leaders.

The Relationship Between Leadership Style and Organizational Culture

After examining the literature, the researcher found three different leadership styles. Each one appeared to have a different impact on the culture. The first leadership style was one that allowed the opportunity for exploration of ideas among teachers within the culture and was built on trust. The leadership was not restrictive, judgmental or punitive toward teachers. The second leadership style utilized a directive form of leadership, a programmed approach with restrictions within the culture in contrast to the

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first. The third style of leadership was responsive and interpersonal, it promoted

understanding and satisfaction among people within the culture.

Leadership Built on Trust with Freedom to Explore Ideas without Reprisals

The first leader's style was one where principals were supportive and trusting

toward teachers. Leaders were supportive in their relationships with teachers, yet they

also encouraged rather than restricted relationships among teachers. They trusted teachers

to share new ideas. These leaders promoted collegiality among staff. They realized a

need to not only provide support in their relationship with teachers, but the need to

facilitate a network of supportive relationships within the culture. Tarter and others

(1995) described the need for principals to be supportive of collegial relationships. A

supportive principal to individual teachers alone without the support of other coworkers

could not produce a culture in which trust existed between colleagues. Tarter, et al.

(1995) described the culture as being comprised of relationships between teachers as well

as between principals and leaders. Johnson and Kardos (2002) described a leadership

that encouraged teamwork rather than separation between colleagues existed within the

culture of some schools.

When teamwork is encouraged, colleagues' ideas may result based on the

association and the work produced by the team. Tarter, et al. (1995) describe the benefit

derived from the collegial /teamwork approach that produces a larger impact on the total

culture. Hoy and others (1992) describes an environment that allows teachers to try new

ideas and make mistakes without feeling at-risk. The environment/culture is one of

openness and professionalism with the teacher's perception of trust among each other and

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being effective in what they are doing. Tarter, et al. (1995) further identify the collegial approach allowed by the principal within the culture as impacting effectiveness.

The importance of teachers being part of a culture where trust allows attempts at potentially effective new ideas is reflected in a study linked to a culture of accomplishment. The emphasis on accomplishment produces an additional impact on the culture. This study of leadership and school culture found that a leadership that takes a moderate amount of risks, and encourages teachers to be risk takers while emphasizing accomplishment and learning was a strong predictor of teacher commitment (VanderStoep, et al., 1994). This model was tested with teachers of 1st through 6th grade teachers in Arizona and 3rd through 5th grade teachers in Florida.

The opportunity to explore ideas toward school improvement and a sense of accomplishment was found to be present within the culture based on a study of school improvement and leadership roles. There was a commitment to clarify expectations to guarantee necessary conditions to gain success (Ainscow & Southworth, 1996). In this project where teacher leaders were working with consultants to ensure success, there was agreement about what they wanted to accomplish. However, they did it in different ways. There was autonomy and freedom within the culture. This freedom to explore various ways to accomplish school improvement was an example of culture that was not restrictive, judgmental or punitive toward teachers.

Littledyke (1997) described an organization with a leadership/ management style that allowed teachers the freedom to exercise some autonomy within their work. Autonomy resulted in teachers feeling valued. It also produced the freedom and flexibility to meet the needs of their students in yet another way. This flexibility also led

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to innovation in approaches to meet students' needs. Hoy, et al. (1992) and Tarter, et al. (1995) further described environments that allow teachers to try new things and potentially make mistakes without feeling at-risk. According to Hoy, et al. (1992) these environments were also ones where communication was open with a free exchange of ideas based on an aura of professionalism. These aspects of the culture were also linked to teachers' feelings of effectiveness and trust toward the leadership.

Hoy, et al. (1992) describes a culture where the leader's style is supportive of teachers in an indirect manner allowing educational goals and objectives to be met. This type of leadership that is indirect, allowing teachers a feeling of freedom, develops a culture of trust. The feelings of trust are linked to school effectiveness. Johnson and Kardos (2002) describe cultures where principals are involved in the professional development of their teachers, along with the existence of teacher leaders within the culture. Kirby and Colbert (1994) discuss leaders who promote freedom through empowerment. These staffs are allowed to reach their goals through empowerment. They have greater status, opportunities to improve their knowledge skill and greater access to decision making. Tarter, et al. (1995) describe a style of leadership that operates with an understanding that the culture is comprised of relationships between teachers, as well as between the teacher and the principal-leader.

Tarter, et al. (1995) described the need for a collegial leadership style if a larger impact is to be felt on the total culture. This type of leadership appears to encourage teamwork and value the opinions of many instead of solely the relationship between principal and teacher. Johnson and Kardos (2002) describe principals who highlight the

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benefit of diversity rather than what separates people. The principals in these cultures find ways to work together for the total good of the environmental culture.

In summary, it would appear that a culture that is not restrictive or punitive and is not judgemental of others' ideas may influence the creation of norms that allow those who comprise the culture to focus on the open exploration of ideas. Owens (1991) describes a similar culture in which individuals are able to participate in decision-making. Participants have an emotional and mental involvement in this participative or collegial environment and take ownership for decisions. According to Kouzes and Posner (1993) open communication is a necessary prelude to the development of trust.

Programmed Approach to Leadership with Restrictions

The second leadership approach utilized a programmed technique with more restrictions for teachers. Littledyke (1997) described a directed style of management with an accordingly highly-prescribed curriculum to teaching. These programmed and directed management styles of leadership inhibit flexible approaches to leadership within the culture. Owens (1991) describes the bureaucratic theory as hierarchial control with close supervision of individuals in the lower ranks. The bureaucratic approach includes vertical communication with clear written rules for others to follow.

Leithwood, et al. (1990) described cultures where hierarchial approaches exist as one that allow responses to hierarchial crisis and does not allow for proactive decision-making. Leithwood, et al. (1990) emphasize a need to have more research to understand the impact of leadership styles on culture.

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The restricted and programmed approaches to leadership style closely resemble heirarchial approach. Webb and Villiamy (1996) describe a heirarchial style of management as one that creates a separation between leaders and their staffs. The impact on culture varied greatly based on contextual factors that existed. However, their findings suggest the need for a full range of styles. Leaders in these environments are frustrated and ambivalent because inspection from upper management sometimes favors top-down management.

Restrictive climates are sometimes maintained through the principal's use of symbols. Teachers screen and assess principals' views as articulated through the symbolic actions of the principals. Whether in public or parochial school environments, the principals' values are reinforced in numerous ways (Kelly & Bredeson, 1991). The integration of the leader's actions, thoughts and words influence others and spread meaning throughout the culture. Leaders use rituals to remind those in the culture about what to do. The leader's patterned use of words and symbols enforce certain behaviors and circumvent efforts of subcultures.

Fullan (1992) describe a leadership style that is too narrowly focused as one to be careful of. It is sometimes over-dependence on the personality of the leader. It may also focus on a single solution as an answer to problems. Charismatic leadership is a style of leadership that could restrict alternatives. This over-dependence could restrict other choices, strategies or styles that might pose viable options to be implemented in the organizational culture. Bass (1985) describes followers as having tremendous trust and possibly idolizing and worshipping the leader in a charismatic leadership situation.

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Charismatic leaders themselves are confident in themselves and view themselves as having a destiny that is supernatural.

Responsive Leadership that Is Interpersonal and Enhances Understanding and Satisfaction

The third leadership style was one that promoted understanding among people in the organizational culture. This leadership style focuses on being responsive to diverse groups of people. Leaders that select symbols that clearly represent practices help others to understand deeper subjective meanings that lie beneath the surface (Vaughn, 1995). Johnson and Kardos (2002) described principals that understand the strength of diversity, understand what each group has to offer and utilizes each group's strength for the common good. Additionally, the leaders that promote understanding encourage a culture where all work together and provide professional development for all. Johnson and Kardos (2002) described principals who integrated novice and veteran cultures within the same setting. Both groups of teachers had something to offer. Integrative principals capitalized on what the groups offered to benefit the culture of the organization for the common good.

There are many ways for leaders to be responsive to teachers within the culture. Kelley (1999) noted the motivational impact on teachers receiving performance awards. Information from the qualitative study based in North Carolina, Maryland, Colorado and Kentucky indicate that teachers are motivated after receiving rewards. An increase in the focus of teacher effort and an increase in the teachers' feeling of intrinsic reward were noted as well. Another study that focused on the power of work related praise, revealed

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teachers' feelings of satisfaction, confidence, pride and belonging. These principals were viewed as individuals who used praise as an effective tool in their roles as principals (Blasé & Kirby, 1992).

Interpersonal relationships focus on the relationship between individuals by definition. However, a study where rural school-teachers were publicly rewarded, found that in addition to teachers feeling gratified and motivated, increased teacher effort and perceptions of their principals as effective resulted because of their use of praise (Norris, 1998).

Leader responsiveness in other settings was also linked to feelings of teacher satisfaction within the culture. Studies not involving teachers but within the educational setting reflect very interesting findings as well. Young's (1982) study of custodians within an educational setting discovered more about feelings related to leadership and satisfaction. More than the actual work itself, the custodians perceptions of dissatisfaction were connected to their boss's level of consideration for them as individuals. Individual's feelings regarding their humanity and perceptions of the leadership are factors to be considered when thinking about satisfaction.

Individual's perceptions of their work situations are similar to a barometer that indicates/measures an individual's level of satisfaction. Primary relationships within the work setting would appear to have an impact on the individual's perception of their work situation also. The level of the leader's responsiveness may also influence the individual's perception of satisfaction. Leaders who were considered to have transforming qualities focused more attention on subordinates/teachers as individuals (Waldman, et al., 1987).

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In a study to determine the relationship between leadership and performance outcomes, those leaders with transforming qualities were found to focus more attention on subordinates as individuals (Waldman, et al., 1987). Performance ratings and transforming qualities of individualized consideration were found to have significant correlations (Waldman, et al., 1987). Subordinates' perceptions are influenced in part by the leader's focus on the concern of individuals. Of all the correlations in the study, those between employee satisfaction with current performance and leadership practices were found to be the strongest. In summary, there is a mental association between transforming leadership involving responsiveness and concern for individuals to the individual's satisfaction as reflected on the appraised outcomes.

Employee perceptions seemingly have a correlation to particular leadership qualities. Individual consideration as a leadership quality was found to be the best predictor of employee ratings (Waldman, et al., 1987). In summary, employees' perceptions of the leadership correlated to their own successful appraisal rating. When leaders show consideration to individuals, their employees reflected feelings of satisfaction about themselves. Leader responsiveness in the area of individualized consideration correlated with multiple areas of satisfaction.

In a study investigating principal's leader roles, strong leadership and the school's organizational culture was found to be associated with more satisfaction on the job among other findings (Cheng, 1994). The principal's leadership was positively related to intrinsic and extrinsic satisfaction, and job meaning (Cheng, 1994). The study also found that the stronger the leadership was perceived to be, the more effective the school organization was perceived also. The schools organizational effectiveness as part of the

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principal's initiating structure was also positively aligned to the functioning of the organization and the principal's leadership culture.

In another study concerning a small school culture and student achievement, it was found that teachers felt a greater sense of satisfaction as well as a connectedness to staff and students. The small school culture was comprised of less than 400 students. It was also found to have expectations that were deeply embedded in positive memories of events. By contrast, the culture of larger schools was more unforgiving, was focused on differences between groups, and had less nostalgic memories (Wasley & Lear, 2001).

Transformational Leadership and Organizational Culture

Transformational Leadership and Organizational Culture will be discussed centered around three concepts found in the literature. The concepts are: Descriptions and Implications Resulting from their Combination, Meeting the Needs of Others within the Culture, The Strength of Transformational Leadership within the Organizational Culture, Renewed Commitment through Transformational Reassessment in the Culture, and Receptivity to Transformational Change in the Organizational Culture.

Descriptions of Each and Implications Resulting from Their Combination

Leadership and organizational culture co-exist within the organization. The use of the transformational leadership style may influence the culture through the addition of new norms or the reshaping of existing cultural norms. Major implications from Dinham, Cairney, Craifgie, and Wilson (1995) in their research of three secondary schools speak to the complexity of separating leadership style and organizational climate. They found

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the task to be difficult. Owens (1991) describes culture as the dominant values that inform members of acceptable and unacceptable behavior. It reflects basic values that are highly respected and conformed to by the membership. The organization's philosophy helps to distinguish it from other cultures as well as provides a frame for guiding the organization in dealing with its employees. The culture develops over time with its resulting stories, norms and symbols. Schein (1992) describes the development of culture as a process whereby members adopt a set of solutions to problems that have consistently proven effective. Eventually basic assumptions about methods of handling problems, relationships and activities become part of a subconscious process.

The root word in transformational is transform. To be transformed is to be changed. Transformational leadership implies change or transformation in leadership. Therefore, the relationship between transformational leadership and the organization are connected in the change process. Burns (1978) described transformational leadership as fostering a more long-lasting change because of its focus on end values. Techniques for change involving decision-making will reflect the transformational leadership style within the culture. Kirby, Paradise, and King (1992) found transformational leaders to be analytical yet decisive, calculating for higher probabilities of success. They also displayed analytical adeptness in their consideration of issues and in the team membership selection process. In the study involving fifty-eight graduate students covering fifteen school districts, they found such characteristics as being committed, caring, supportive, and personal in their relationships. Kirby, et al. (1992) also described leadership participation in collaborative strategies in goal setting and powerful language skills reflecting precise mental pictures.

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Flexibility was the overarching leader characteristic found in this study. The flexible approach was revealed in opportunities for individual group members to assume leader roles as they became capable. This flexibility characteristic impacted the culture by providing opportunities to be transformed. Kirby and Paradise (1992), Burns (1978), and Kouzes and Posner (1995) note the flexibility factor in suggesting that transformational leaders ultimately become moral because it raises the level of human conduct and ethical aspirations transforming both the leader and the follower. Similarly, Bennis and Nanus (1985) describe transformational leaders as those interested in making heroes rather than becoming heroes. Here, the flexibility factor in transformational leadership allows for acknowledgement and empowerment to come to whoever it is entitled.

The transformational culture, unlike a hierarchial or transactional culture, does not focus on a top-down leader management approach. Sergiovanni (1980) described culture in a transformed leadership context as a body of like-minded people bonded together through their common commitment. Gardner (1990) described leadership as a process involving persuasion of followers. In transformational leadership, the leader's ability to gain commitment from followers is essential because of its non-coercive nature. Therefore, it is important for leaders to possess skills in persuasion.

Transformational leadership culture in the literature was described as one where there was bonding among members and between leaders and followers (Silins, 1994; Bass, 1985; Burns, 1978; Sergiovanni, 1991; Tichy & Devanna, 1986). The leaders' recognized the importance of meeting the moral, emotional and intellectual needs of the followers. In a study where the stated goal was that of school improvement,

awareness about the importance of meeting the needs of people caused the organization

to also proclaim these areas as a necessity (Silins, 1994).

Meeting the Needs of Individuals within the Culture

As a result of focusing on the personal needs of people in the areas of their

emotion, intellect and morality, it created a bond between the leader and the followers.

The resulting bond that occurs as part of the transformational leadership process provides

a passageway to achieve school leadership goals. (Silins, 1994) in a study on school

improvement describe bonding that occurred which allowed for the school's goals to be

more easily achieved. The leader's consideration for the follower provided an opportunity

for program development and school improvement. The leader also utilized rewards for

positive performance as a means to show individualized consideration. The bonding

process created a type of responsiveness within the culture between the teacher and the

principal that allowed for a more successful promotion of change.

The leaders' qualities found in transformational leadership reflect consideration

for the needs and personal well-being of teachers. They enabled future needs to be met

while enhancing the moral development of all and ensuring school improvement. In a

study concerning school improvement, individualized consideration was shown to be the

most important characteristic influencing teacher programs and instruction within the

school culture (Silins, 1994). The individualized consideration relationship that is a part

of the transformational leadership style and is implemented by the leader is a process.

The process involves an on-going commitment to the leader's and the follower's

relationship along with a similar commitment to a transformed and improved school.

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Transformational leadership involves the process of collaborative exchange of ideas and collaborative change in attempts to achieve improvements within schools (Bass, 1985; Burns, 1978). This process meets emotional and intellectual needs of teachers through individualized consideration (Silins, 1994). The collaborative process could provide an opportunity for bonding between leaders and teachers. Transformational strategies used in an effort to make school improvements are part of the organization's culture where the strategies are being implemented. There is a positive response from teachers and a more innovative environmental culture present. These leaders demonstrate qualities of collaborative change and bonding between the teacher and principal (Bass, 1985; Burns, 1978; Sergiovanni, 1991; Tichy & Devanna, 1986).

The leaders' need to feel trusted by teachers who comprise the culture reveal the value placed on a trusting and needs being fulfilled within relationships within the culture. According to Little (1982) and Brown (1993) communication can be used by leaders to learn about others in their environment. Learning about individuals through communication provides an opportunity to convey feelings, ideas, and individual needs. What is learned may provide the foundation for a holistic approach sometimes used by transformational leaders. Here holistic refers to achieving goals while attempting to meet the needs of individuals. Teachers' responses to assist in the school improvement process were substantial within the cultures where leaders interacted with teachers in a holistic manner (Little, 1982; Brown, 1993).

Studies on transformational leadership that included bonding and collaboration show that they impact the whole organization. The result is a positive response from teachers and a cultural environment of innovation (Bass, 1985; Burns, 1978; Sergiovanni,

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1991; Tichy & Devanna, 1986). In summary, those qualities of transformational leadership that allow principals to invest in the needs and development of teachers impact the whole organization as revealed by positive responses and an innovative cultural environment.

In contrast, transactional leadership was shown to provide teachers with opportunities to preserve and maintain the status quo. They focused on contingent reward and management by exception. Therefore, although some teacher' programs and student outcomes were influenced by transactional leaders, transformational leaders were able to effect significant change and attain success through the use of personal qualities along with techniques including individualized consideration, stimulation of the intellect, and rewards and inspiration not utilized by transactional leaders (Silins, 1994). This researcher agrees with Silins' (1994) call for additional studies to provide more coherent results through the use of canonical correlations or other statistical analysis techniques with regard to consideration qualities, success and change.

One of the primary focus points for Campo's (1991) study on school cultures and principals was transformational leadership. Here the role of the transformational leader as an influence toward the development and use of collaborative techniques and strategies was discussed. Collaboration was seen as an important vehicle of transformational leadership within the organizational culture. Rosenholtz (1989b) repeatedly supported the use of collaboration through the creation of structural changes. Here structural changes include the basic set-up of procedures and organization within the setting. Duttweiller (1986) clearly extols the necessity for a leader's ability to have followers' commitment to goals of the organization. Van Den Berg and Sleegers (1996)

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note a close fit between leadership and resulting school cultures based on the inclusion of qualities or recurring patterns of collaboration, collective vision, participation and individual growth. These qualities closely reflect some of those commonly associated with transformational leadership characteristics. They also comprised elements that defined the operation of the culture within the study. Gaining followers' commitment to goals, having collective visions and providing for individual growth all reflect a focus toward meeting the needs of individuals within the culture.

In multiple research studies (Sergiovanni, 1980; Dufour, 1986); Duttweiler, 1986; Rosenholtz, 1989a, b), it seems that particular strategies of transformational leadership, including opportunities for sharing in collaborative decision-making, allow for greater satisfaction within the environment/culture. Collaborative schools also play a part in reducing stress and isolation among its members and may potentially provide a long-lasting effect on the culture. Leithwood, Lawrence and Sharratt (1998) reflect aspects of transformational leadership and conditions in a learning environment clearly based on the teacher's perception of being valued and the satisfaction that came from the humane treatment including respect and professionalism for the individuals.

Communication provides opportunities for meeting individual's needs through exposure to new ideas as part of a collaborative team. It also provides opportunities to voice dissenting opinions when necessary. Communication can facilitate learning, provide encouragement to staff and potentially provide inspiration. Leithwood, et al. (1998), in a synthesis of three research studies, revealed that the transformational leadership of a principal was an important condition to encourage and foster a learning organization. A five-year study for Educational Research and Development noted that

transformational leadership could impact members of the staff through subtle ways of communication. Data gathering, listening and observing were highlighted as some among many methods of communication (Guzman, 1997). McEvoy (1987) reflected on a communication system that allowed staff to disagree with existing practices and policies and recommend changes. As a result of principals engaging in short, non-threatening, fragmented forms of communication, teachers became encouraged and inspired rather than threatened and discouraged.

The Strength of Transformational Leadership in the Organizational Culture

The principal's transformational leadership presents a strong influence on what goes on within the school's organizational culture. Madsen and Hipp (1999) reveal from their study that in parochial and public school settings principals are key people in the transforming of schools. Transformational leaders attempt to influence, but they also acknowledge the skills and the expertise of teachers. These transformational cultures have leaders who encourage team spirit and leaders who feel the need to be trusted by the teachers who comprise that culture. Leithwood, et al. (1998) in a synthesis of three research studies revealed that the transformational leadership of a principal was an important condition to encourage and foster a learning organization.

A study based on the possible effects of transformational leadership on organizational conditions and student engagement showed strong, direct and significant effects between transformational leadership and organizational conditions (Leithwood & Jantzi, 1999). Organizational conditions were based on the school's understanding about the purpose and direction of the school. Other conditions involved the extent to which

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beliefs were held within the organizational culture, how compelling their beliefs were and whether they were aligned to their personal beliefs and the collective efforts of the members of the whole culture.

The importance of strong leadership was felt in a study that dealt with leadership in decentralized settings (Madsen, 1997). Transformational leadership was found to be critical in attracting and retaining teachers within the organizational culture. In a site-based management setting, the responsive nature of transformational leadership was a strong influence within the culture. The responsiveness of transformational leadership was fundamentally responsible for the establishment of the leadership at the site-based setting (Madsen, 1997). The successful responsive leadership behaviors were integrated into the overall organizational culture within the site-based area in which it occurred. Transformational leadership that maintains as well as attracts teachers may be important to the consistent strength of the organizational culture.

The strength of transformational leaderships' focus on sharing between individuals can be observed in the organizational culture of which it is a part. It provides a foundation for planning, agreement and cooperation. The intensity of feeling or the compelling nature of a task is a factor based on shared values and beliefs (Leithwood & Jantzi, 1999). The extent to which beliefs are agreed upon or shared may also be linked to the degree to which individuals will support the agreed upon task. The contribution that transformational leadership makes on the culture depends on the nature and the actual content of the assumptions, beliefs, and values (Leithwood & Jantzi, 1999). Therefore, the resulting culture appears to be a result of the type of leadership and the norms that

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comprise the organizational culture. Conversely, the norms within the culture would seemingly reflect the leadership focus.

Another study mirrored a similar finding regarding the strength of leadership, however it appeared to be achieved through a strong enforcement by the leader, rather than reliance on other aspects of transformational leadership. Mitchell and Tucker (1992) found that the transformational leader is believed to largely orchestrate the general direction of educational goals through a process of redefining and restructuring. The research also found that organizational outcomes and transformational leadership was related to the leaders' role and goal accomplishments. This study does not emphasize the strength of sharing that is normally reflected in the transformational leadership culture.

According to Burns (1978) transformational leadership is more powerful than transactional leadership. Here, he directly addresses the strength of a transformed leadership in comparison to other forms of leadership. Silins (1994) concurs with this point in his assessment of the relationship between reaching outcomes and transformational leadership as a more dynamic process than transactional leadership. According to a well-known authority, there is a connection between leadership and resulting norms within the culture. Burns (1978) states that, " Leadership over human-beings is exercised when persons with certain motives and purposes mobilize, in competition or conflict with others, institutional, political, psychological, and other resources so as to arouse, engage, and satisfy the motives of the followers" (p. 18). Additionally, the emphasis on strength based on satisfying others as well as encouraging debate is addressed.

Renewed Commitment through Reassessment

In a study on transformational leadership that focused on an opportunity through restructuring, to clarify goals both implicitly and explicitly, it was found that transformational leadership had a strong effect on the direction and purpose of the school (Thomas & Fitzhugh-Walker, 1988). Through processes of goal clarification, members were able to be responsive to changing goals, conditions and circumstances in the school improvement process. The change that occurred with the school improvement process brought about the need for renewed commitment. Madsen and Hipp (1999) found in their study about the impact of leadership style in a transformed culture to include transformational strategies of teacher involvement empowerment, and trust. The re-assessment of mission and vision, allowed for a redefining of both. The resulting accomplishment of goals through changing structure and renewed commitment, were all part of the process that made principals in parochial and private settings essential in transforming school cultures.

The concept of transformational leadership implies change through its transforming nature. Change transforms. The change process has many names. It may be referred to as restructuring, reassessment, professional development, school improvement, or revitalization among others. Bass (1985) says that change is based on the individual's recognition of a need for change. The transformational leader understands the need and assists in the restructuring and realignment of the organization's culture based on changing views. Much of the literature on organizational culture is centered on patterns, conditions, and receptivity as a part of the culture that links it to transformational leadership. Scribner, Cockrell, Cockrell and Valentine (1999) found that

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existing cultural norms sometimes impacted commitment to school improvement. The leadership and existing norms within the culture impacted the extent to which change based on school improvement or restructuring was embraced. Cultural norms also impact whether the improvement project was viewed as one that involved the whole school community.

Although existing cultural norms impact attempts at reassessment and renewed commitment, the dimensions of transformational leadership must also be considered. Pielstick (1998) found patterns in a meta-ethnographic analysis of transformational leadership involving a web of activities centered on relationships. The relationship centered on dimensions sometimes found within a transformed culture. Some of the leadership dimensions include shared vision, vision-communicating, building relationships, exhibiting character and guiding implementation. Findings revealed that sorting out the leadership dimensions from the cultural norms for operation provide its challenges. According to Schein (1992), the one and only important thing that leaders do may very well be that of constructing the culture. Gardner (1990) reaffirms this important aspect of the leadership task by defining it as inducing, influencing and persuading team members toward the pursuance of shared goals within the organizational context. Sergiovanni (1980) describes the principal as the most influential person in the development of the culture of the school. Oakley and Krug (1991) and Sergiovanni (1991) build on the concept by noting that in the successful implementation of change, principals must model qualities if the qualities are to be contained within the culture.

School improvement or restructuring, as it is commonly referred to, occurs when schools examine their ways of doing things. The examination of current structures

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sometimes result in new or changed events and activities. Individuals' perceptions are often subject to reflection and re-examination. Scribner, et al. (1999) describe a process included in a school improvement plan involving many strategies also found in transformational leadership. These strategies include collaboration, critical reflection, shared values, shared norms and personal mastery. When large-scale School Improvement Projects are embraced, the existing culture is sometimes examined in the light of newly found improvements. The challenge of the improvement itself sometimes creates or builds on ways of sharing the burden of the task. In one such study designed to understand change within the organizational culture, professional communities were formed. These communities were based on concepts of trust, belonging, shared identity and mutual independence (Scribner, et al., 1999). These concepts formed the foundation of what was valued by all the people within the culture at that particular time. The potential impact of the change process was so revolutionary that as team members created new strategies, a "culture crier" was employed to alert everyone to the new change (Scribner, et al., 1999). This study brought about the realization to the participants that when a group embarks upon a journey toward improvement, the examination might bring about change and usher in a newly transformed culture. Additionally, re-examination of critical underlying assumptions could bring about changes impacting all future behaviors. Therefore, a new or changing culture emerges based in the form of improvement guided by transformational leadership.

<u>Receptivity to Transformational Leadership Change</u>

Leithwood and Jantzi (1999) in a study of teachers' perceptions of transformational leaders identified school conditions within the culture as a significant influential factor of their perceptions. The term "conditions" was used to identify circumstances that needed to be considered as part of teachers' perceptions of the leader. Conditions within the school and outside of the school accounted for those considered alterable or unalterable. Individual teacher's understanding of types of leadership may result from a broad cultural context in which one has participated. These perceptions however may be modified through association and observation of other leaders. To this extent it may be said that the organizational cultures provided categories of leadership types that may be compared or contrasted. Teachers' perceptions are based in part on stored knowledge comprised from organizational histories of which they have been exposed.

Marks and Louis (1999) suggest that the transformational leadership characteristic of empowerment within the organizational learning culture is associated with certain underlying conditions. These conditions within the culture involve the ability of teachers to actively participate and be influential in decision-making. Some of the specific dimensions or characteristics associated with the condition/culture were attention to structure, shared commitment/collaboration, knowledge and skills, attention to leadership feedback and accountability. Findings from their study of twenty-four schools comprising elementary, middle and high school levels found that overall teachers at the elementary level were more empowered than at other levels. Within these schools, it was

found that the conditions that promoted continued processing of knowledge resulted in a shared vision (Marks and Louis, 1999).

Pawar and Eastman (1997) reveal contextual factors that affect the organizational receptivity to transformational leadership. Those factors include adaptation, integration, goal attainment and values, among others. An organization's contextual atmosphere reflects its receptiveness to the particular type of leadership being provided. Receptivity is the extent to which the atmosphere or contextual environment is responsive to change. Responsiveness must come on many fronts. It must come from followers' responsiveness toward the leader's vision, it must come from the leaders' responsiveness to his own vision, it must come from the critical majority of followers and it must come in the leader's attempts to align individuals' interests with the collective interest of the group. It might appear that transformational leadership skills alone satisfy the requirement toward the focus of a moral choice while foregoing self-interest for the collective vision of the whole organization. However, Hinings and Greenwood (1998) specify that securing an organization's transformation is likely determined by both the context/culture and the nature of the transformation process. As an example, what is the nature of the change or transformation under consideration.

Changes in the leadership of the organizational culture sometimes occur based on the environment outside of the school's culture. Dinham, et al., (1995) acknowledge, as one of many major implications of their study on organizational school climate, the link between the culture and external considerations. Here, they note that principals both influence and are influenced by the culture and factors outside of the culture as well.

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The organizational culture is partially based on the identity of the organization. The organization's identity is described by Gioia, Schultz and Corley (2000) as something other than a permanent identity that remains steadfast and immovable over time. Paradoxically, while maintaining continuity of critical features, it must be fluid in its approach to a changing environment. The identity of an organization takes into account external as well as internal perceptions of the organization. External conditions or circumstances may impact an organization through changing circumstances yet basic values may be maintained. Therefore, the transformational leader's role might involve assisting in teacher's the development of a school culture that is receptive to shift without changing basic values.

Subsets of Transformational Leadership

Overview

Five subsets of transformational leadership within the broader concept of transformational leadership will be addressed regarding their relationship to the organizational culture in schools. The discussion will include using Kouzes and Posner's (1995) five leadership practices/characteristics. They describe the characteristics that allow leaders to get extraordinary things done as ... Challenging the Process, Inspiring a Shared Vision, Enabling Others to Act, Modeling the Way and Encouraging the Heart.

Even though Kouzes and Posner (1995) did not consider these qualities as transformational, they are basically the same as transformational leadership. Therefore, for the purpose of the dissertation, they will be considered transformational leadership characteristics.

The first subset involves taking risks to make changes, experimentation with new ideas, focusing on other ways of getting things done rather than relying on the status quo. The second subset involves working as a team member to develop a clear understanding of the goals, vision and mission for the school or institution. The emphasis is on a shared view of the vision, direction and purpose for the school. The third subset involves facilitating a process that allows others to take part in the transformation process. This may include empowerment or the use of resources not previously accessible to others. The fourth one involves the leader guiding others through the change process. Leaders show a steadfastness of commonly held beliefs through their action and their voice. Leaders focus on issues and remove confusion. They steadfastly hold onto beliefs and principles. The fifth subset is encouragement. The leaders are concerned about the feelings of those in the culture. They attend to their needs by motivating them. They inspire them to continue the quest of transformation. They also encourage through the use of recognition and praise (Kouzes & Posner, 1995).

Challenging the Process. Current ways of doing things or the status quo can be challenged through innovation. In a study showing the relationship between the interpersonal behavior of leaders with their teachers within the school environmental culture, teacher's perceptions of the school was met with a positive response (Cresswell & Fisher, 1996). The study revealed teachers' feeling empowered based on the challenge made to existing practices through innovation. As a result teachers felt empowered within their working environment.

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In a study involving the role of various types of principals in a changing school culture reforms were implemented. The norm of experimentation was one of eleven norms found in the facilitative transformational principal compared to the promoter principal (Schweiker-Marra, 1995). Experimentation allowed individuals to challenge operating structures or the status quo. Experimentation was a norm within the environment. Therefore, challenging the process is a form of experimentation. Although both principals were able to influence teachers within the culture, facilitator principals were perceived by teachers as more influential than promoter principals and they possessed more transformational norms including caring, appreciation, collegiality, involvement in decision-making and others.

Inspiring a Shared Vision. Shared Vision based on Kouzes and Posner's (1995) definition describes vision as the ability to imagine what is ideal. It includes an orientation toward the future and a pursuit for excellence. Leaders who inspire a shared vision are clear and expressive communicators of their hopes and dreams. A study involving principals in a Hong Kong report statistically analyzed results that show leadership behavior as being significantly related to principals' vision in schools (Chui, 1996). The study on school-based management involved ½ of schools involved implementing the management approach and ½ not implementing the school-based approach (Chui, 1996). In an observational study involving primary schools in London, England shared vision was listed as one aspect of the schools' culture found in effective inclusive schools (British Journal, 2001).

In a project known as Improving the Quality of Education for All, one of five overlapping areas found to be of uppermost importance to teachers was called Framing the Issues. It deals with mapping out possibilities and using communication as a vehicle for this process (Ainscow & Southworth, 1996). Accordingly, this study found that sharing among those in the culture may provide residual benefits. Ainscow and Southworth (1996) reveal that a focused commitment to share data that is systematically processed will continually enhance a clearer and clearer picture of what is going on in the school.

Hipp's (1996) findings suggest that inspiring a group purpose or sharing in the purposeful vision was significantly related to teacher effectiveness within the school culture. Similarly, Conley and Goldman (1994) reflect findings of leaders who are able to achieve goals that are agreed upon by members of the organizational culture through creating and managing meaning within the organizational context.

Enabling Others to Act. Through Enabling Others to Act, Kouzes and Posner (1995) describe an atmosphere where leaders allow others to interact with one another based on feelings of trust and dignity. They enable others to act based on the use of partnerships with emphasis on cohesion, team building and collaborative goals. Participants are made to feel like owners of what is agreed upon. Empowerment may be a strategy that enables the actions of others. In a study on empowerment, teachers were part of two groups. One group was called the Accelerated Schools Model emphasizing collaboration. The other group called the Traditional School Organization used a top-down, hierarchical approach. Findings in this study show that teacher's perceptions of

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empowerment in the decision-making process bore a strong relationship to the type of governance. Teachers in the Accelerated Model perceived more involvement in decision-making than those in the Traditional Model (Shindorf, et al., 1998). A case study that focused on leaders' behaviors found that leaders could lead without violating the professionalism or rights of those with whom they work (Reitzug, 1994). By utilizing non-bureaucratic methods, the study also found that principals were leading, and guiding through empowerment.

In a study involving the empowerment of teachers and principal leadership, the persuasive influence of the principal was noted (Rinehart, et al., 1998). The principal's leadership role re-invented itself during empowerment. The leader's focus changed from primarily being responsible for persuasion in the restructuring process to one of change facilitator (Rinehart, et al., 1998).

With the transfer of power or empowerment, a shift from the traditional boss/manager role to that of facilitator occurred. Teachers were given the opportunity to develop skills and opinions while increasing the level of involvement. Teachers emerged to the forefront to display competencies they had developed through various types of communication (Reinhart, et al., 1998).

Weiss, Camboune and Wyeth (1992) discuss the importance of enabling through the leader's ability to relinquish part of the leadership role through the role of facilitator after explicit discussions on the mission and the vision of the school. This finding seems to imply the need to be discriminating about knowing when to empower others. Results showed that teacher's perceptions of the leadership were positive toward the principal's transformational practices of empowerment in their work environments. A study by

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Furtwengler and Hurst (1992) showed that developing an organizational culture was one of three important factors in effective leadership. Findings suggest that new ways need to be found to empower individuals through opportunities for professional and personal growth.

Modeling the Way. Kouzes and Posner (1995) clearly define it as being guided through consistency of principles, values and philosphies demonstrated by the leadership. These principals should be distinctive enough to make the leadership unique. Bureaucratic obstacles should be dismantled and opportunities for small accomplishments leading to larger accomplishments should be provided. A study utilizing veteran teachers' perspectives of ineffective leadership behaviors, addressed clarity and consistency issues, along with bureaucratic methodology. In this study, the leaders' behaviors confused the thinking of teachers. The leaders were ineffective because they did not consistently guide or direct teacher's behaviors. Lack of participatory decision-making, contradictory body language and micromanagement, unclear expectations and muscle-flexing led teachers to identify these principals as ineffective (Spaulding, 1997).

Encouraging the Heart. Kouzes and Posner (1995) describe Encouraging the Heart as making a connection between performance and rewards displaying hope and a positive endurance while actively celebrating victories for all. In their description of leadership they describe Encouraging the Heart as leaders encouraging others to continue their quest to reach a goal or complete a task. These leaders encourage others to have

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hope and a positive outlook through various means that might include public praise, awards, or notes. In a research study involving schools, five overlapping concerns were found among teachers (Ainscow & Southworth, 1996). One is fittingly labeled Providing Incentives. Here teachers described a clearer sense of direction as a result of receiving recognition of achievements. Also having face-to-face contact was an incentive to meet deadlines. These activities allowed for opportunities to celebrate, compare notes and even enter into healthy competition (Ainscow, 1996).

In a study that contrasted facilitator/transformational principals to promoter principals, facilitator principal's scored higher on eleven out of thirteen norms including appreciation, recognition, caring and humor (Schweiker-Marra, 1995). In the second phase of the study significant differences were found in norms identified within the culture. Two of the five norms found to be significantly different between facilitator and promoter principals were caring, celebrating and humor (Schweiker-Marra, 1995).

The Relationship Between Size of the Group and the Organizational Perception of Leadership

Many large organizations are in need of leaders according to the literature. In a study that discusses institutions, organizations and businesses of enormous size including the U.S. Postal Service, Sun Microsystems, FT & A Division of Ernst and Young, Sunoco and Sears, there are perceptions about the leadership. The perception is that there is a dwindling pool of talent for leaders, as a result of reorganizing, slashing of jobs and massive retirements. In some instances middle managers positions have been removed.

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The perception is that these leaders are more important than once thought. Leaders are perceived as very important (Grossman 1999).

The perception is that leaders are needed, not the dictatorial types, for the large sized groups. The reason is that leaders in large institutions like those mentioned must be able to motivate and develop employees while meeting the demands of daily pressures. The perception is that leaders in these large groups must be able to avoid falling into the crisis mode that can produce feelings of being overwhelmed. Leaders in these groups must be able to balance these two demands simultaneously. Solving this problem is considered a serious one. Replacing leaders is considered costly with a limited number of people to choose from based on the shrinking talent pool. Based on the complexity of the size of the organization and the demands that it brings, there is no one-size fits all (Grossman, 1999).

Although some research is available on the size of organizations and perceptions of the leadership, more is needed (Bromley, 2001). The findings of the study suggest that the corporate identity is linked with and infused in the personal attributes of the leader. The perception of the leadership in the early stages of development when the company is functioning successfully is based on personal qualities of the leader like that of being a charismatic leader type. However, according to the study, when successful corporations are no longer successful, scapegoats are blamed for the failure rather than the leader.

The size of the organization has some effect on the perception of the leadership. Large organizations are more complex. Organizations are sometimes divided into constituent parts. The subsidiaries have distinct identities and reputations. Sometimes the parts influence the whole or the whole influences the parts. However, at other times

reputations are complex based on intricate social networks involving communication and influence. This can all be further complicated by the perception that there could be minimal understanding of the parent organization (Bromley, 2001).

Another perception is that although understanding leadership types is probably much easier than understanding the dynamics of a large company, the leaders personality may be perpetuated based on the mass media's perception or the particular interest group sharing the information (Bromley, 2001).

The Relationship Between Size of the Group or Organization and Organizational Culture

Sony executive Ken Kutari found that the size of Sony organization influenced the experiences he had at Sony. Ken had an idea that he wanted to develop, but the Sony culture was not receptive to it. He began to collaborate with individuals at the company that manufactured Nintendo. When it became common knowledge that he was working with Nintendo he met with resistance at Sony, but his boss gave him an opportunity to be heard. They discussed the potential of the proposed project. He felt he could improve upon the Nintendo game to create a better product for Sony. Initially, he concealed the development of his project because of negative perceptions from those in the culture. He could not interest anyone at Sony to work with him on the project even after he had permission from his boss to start (Hamel, 2000).

At the time he made the proposal to his peers at Sony, the perception of his ideas and his leadership was rather condescending. They wanted no part of it. Ken thought of starting his own company, but he did not. He realized that the large Sony enterprise had

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something that was very valuable to him in the development of his project. They had human resources, manufacturing capacity and capital. Therefore, he decided to stay and convinced people at Sony to listen to his ideas. He created the Sony Play Station and created millions for the company. He became head of his department and the perception of others toward his leadership changed. However, he had the insight to utilize the benefits from a large enterprise to find success (Hamel, 2000).

Louise Kitchen of Enron was involved in attempting to trade gas projects using an on-line computer approach. The nature of the work she was considering being a part of was more complex than most online trading. Through persistence Louise continued to share what she felt she could accomplish. She networked with key people who had expertise to get the trading started. There were many who disagreed with her. When the on-line trading was up and running successfully the perception of Louise and her venture as well as the perception of the project was positive. Skeptics appeared to feel that because of the size of the organization there was too much money to lose. Their perception was centered on the potentially negative possibilities (Hamel, 2000).

Another study involving Human Resources Management Firms in Taiwan based on ownership, size and sector. The study found that smaller businesses were able to be more flexible in their approaches and able to implement their programs with more effective Human Resource Policies. The larger employee sizes were perceived to a moderate degree as more formalized. The smaller sized Human Resource Firms were perceived as more advantageous whether the companies were to be used for experts or for inward investments (Zhu, et al., 2000).

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In summary, initially this chapter discussed recurring leadership qualities found in the literature. Immediately thereafter, a discussion about the relationship between various styles of leadership and culture within organizations was presented. Crucial information was subsequently provided from the research found in existing literature about the type of leadership known as Transformational as well as information on Organizational Culture. Additional findings were presented, based on researchers' review of the literature, to reveal the impact of Transformational Leadership within the culture of an organization. Still more information about Transformational Leadership, was provided by delineating specific characteristics essential to the reader's understanding of Transformational Leadership as it relates to the study. Lastly, there was a discussion that addressed the size of organizations in relationship to leadership. There was also a complimentary discussion about size of the group and the culture of the organization.

The following chapter will identify participants in the study and how information was gathered. It will also discuss the tools used to gather information, as well as the measurement of items and data analysis.

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CHAPTER III

METHODOLOGY

This study utilized a survey design to inquire into the relationship between transformational leadership and organizational culture of a sample of elementary school teachers within the state of Michigan. The purpose of this chapter is to describe the details of what took place to ensure the execution of this study as well as how these details will take place. The methodology chapter will include the Selection of Subjects, Instrumentation, Measurement of Items, Data Collection, Data Analysis and Hypotheses.

Subjects

Demographics of respondents in the study provide an interesting insight into those individuals who participated in the study. Ninety-percent of the respondents were females, 32% were less than 30 years old. Eighty-one percent were white and 41% had more than twelve years experience as teachers within the state of Michigan.

Respondents were solicited from three different sources. The respondents in the initial source were a purely random sample of all the schools in Michigan. The respondents were attained through a statewide Professional Development Conference where any Michigan teacher could attend. Advertisement to complete surveys and participate in the raffle at the conference specifically called for elementary teachers who taught in the state of Michigan. Teachers who were in attendance at the conference and wished to complete both surveys and have an opportunity to enter a raffle were encouraged to participate. The second source of respondents came from the Michigan

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Education Association magazine, the MEA Voice. The circulation is available to teachers throughout the state of Michigan. The third source of respondents came from students at Western Michigan University. Solicitations were made to elementary teachers employed in the state of Michigan.

It is incumbent upon the researcher to know that critical characteristics pertinent to the study be in place (Borg & Gall, 1989). In this study, the researcher attempts to get as many survey participants as possible that have worked with the principal within the same building for three years. Although not critical, survey responses from teachers who have been teaching several years is also desirable. They provide responses based on an acquired general understanding of culture and leadership. This researcher defines "several years" as more than 12 years. However, this effort is contingent upon how difficult it is to get teachers to participate. It is an important attempt because, it will aid in the understanding of the organizational culture and the leadership about which they are being surveyed. Longevity in both of these capacities will likely provide a more accurate assessment of the culture and leadership characteristics. If it is not possible to get surveys only from those teachers who have worked three or more years in the same building, the researcher will provide a ratio and/or a percentage of those who have worked three or more years.

Selection of subjects as it related to the intervening variable was random. Potential participants were not selected based on the population size of their buildings. For the correlation of intervening variable of size, elementary buildings with a population of 500 or more will be classified as large, those with an enrollment of 250 to 499 will be classified as average, a small school will have 249 or less students. There is no definitive

ruling on what comprises a large or small school through the Department of Education, therefore these numbers were arbitrarily selected. The size differentiations allowed for some schools to be categorized as large, average or small based on the numbers.

Instrumentation

This study will involve the use of two survey instruments: The Leadership Practices Inventory and Instructional Climate Inventory for Organizational Culture. Each participant will complete both surveys.

Leadership Practices Inventory

Transformational Leadership was surveyed through the use of the Leadership Practices Inventory. Transformational leadership and its potential relationship to the organizational culture are the focus of the dissertation. Inherent in the researcher's conception of transformational leadership is the focus on questioning existing methods and procedures within the workplace. Argyris and Schon (1996) referred to this as openly communicating and publicly testing assumptions.

The Kouzes and Posner (1995) Leadership Practices Inventory particularly captures this concept in the subscale of Challenge the Process. Additionally, the subscale of Inspire a Shared Vision and Encourage the Heart support the notion that inherent within exemplary or extraordinary leadership is the human perspective coupled with a goal focus, testing, and finally, goal acquisition. As well, Modeling the Way and Enabling Others to Act reveal the human connection of leaders working with others in a leadership role.

The Transformational Leadership survey is comprised of 30 items with five subscales. For the purpose of this study, a composite score will be utilized initially, followed by a more narrow focus of the five subscales all pertinent to the researcher's topic and correlated to seven organizational climate subscales.

The internal reliability for the Leadership Practices Inventory has proven to be good based on its consistency over time. It has been consistent over a variety of settings and based on multiple studies. Analysis of the validity of the Leadership Practices Inventory based on constituents' responses, eliminating self-report bias also reflected validation. Regression analysis of leader effectiveness on all five leadership practices was highly significant. Additionally, independent efforts indicate correlations with other instruments increasing confidence in the belief that the Leadership Practices Inventory measures what it purports to measure (Kouzes and Posner, 1995).

The internal consistency of the instrument determined through individual items correlated to the total scores of the original participant base was found to have satisfactory results. Validity has been indirectly tested through comparisons of judges' rankings of departments (Kouzes and Posner, 1995).

The Instructional Climate Inventory

The Instructional Climate Inventory was used for the culture variable in the study. The name of the inventory can be somewhat misleading because Part 1 of the inventory is used to survey the culture variable. It pertains to the teachers' perception of the culture, it does not reflect upon areas of instruction. A comprehensive view of culture will be represented through teacher responses/ perceptions on the scales measuring Satisfaction,

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Strength of Climate, Accomplishment, Recognition, Affiliation, Commitment, and Power.

In a summary statement regarding the stability of the instructional climate measures of schools in the Instructional Climate Inventory, it was found that there was sufficient stability found from the six climate scales gathered over eight months for over 24 students in five schools (Krug, 1993). Also information that resulted from the use of the scales was stable enough over a period of time to be useful in planning and monitoring different strategies for intervention (Krug, 1993).

Measurement

Leadership Practices Inventory

The Leadership Practices Inventory (Observer) was used for the leadership variable in this study. The inventory consists of a 30-item questionnaire with five subscales based on a Likert scale of 1 to 10. The values of the scale described by authors in the instructions for scoring is 1 meaning Almost Never, 2 meaning Rarely, 3 meaning Seldom, 4 meaning Once in a While, 5 meaning Occasionally, 6 meaning Sometimes, 7 meaning Fairly Often, 8 meaning Usually, 9 meaning Very Frequent and 10 meaning Almost Always. Each of the five subscales is reflected by 6 of the 30 questions. Questions #1, 6, 11, 16, 21, and 26 are based on Challenging the Process. Questions #2, 7, 12, 17, 22, and 27 are reflective of Inspiring a Shared Vision. Questions #3, 8, 13, 18, 23, and 28 are about Enabling Others to Act. Questions #4, 9, 14, 19, 24, and 29 address Modeling the Way. Finally, questions #5, 10, 15, 20, 25, and 30 provide information on Encouraging the Heart. The leadership subscales reflected on the survey consist of (1)

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Challenge the Process, (2) Inspire a Shared Vision, (3) Enable Others to Act, (4) Encourage the Heart, and (5) Model the Way. For the purpose of this study, scores will be taken on all five subscales to reveal teacher perceptions on each of the scales.

A composite score was achieved by obtaining a total score and dividing the total by the number of items. The subscale scores were calculated by adding the total of items on the subscale and dividing by the total number of items. Demographic questions are found in questions #109-115 including one on school size and teacher tenure within the current building.

The Instructional Climate Inventory

The Instructional Climate Inventory Form T has two parts. Only one part of the inventory was administered. Part I was used to measure the organizational culture. The responses to this part are directly pertinent to the study. Part 2 of the inventory deals with instruction. Therefore, this part was not used because the study does not directly address instruction. It is only indirectly associated with instruction based on how teachers are impacted by the organizational culture and leadership style. Part 1 includes questions #1-60. Satisfaction, Commitment, Accomplishment, Recognition, Power, Affiliation, and Strength of Culture will be used. There are a total of seven subscales or dimensions measured in the inventory (Braskamp & Maehr, 1988).

Each of the following subscales are described by Braskamp and Maehr (1988) in the following manner. Affiliation refers to a feeling of trust and respect. There is a cooperative effort to solve problems, make joint decisions, and share information. There is a feeling that others care, as they work together in this environment. Power is described

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as an emphasis on competition within the school. Recognition is being valued and rewarded in their efforts. Teachers are recognized, encouraged and valued for their efforts. Productivity is rewarded and a concrete reward system is a part of the school's environment. Commitment is described as loyalty and acceptance to one's school. It measures ownership to the school and pride in the school. Teachers having considerable pride in working at their school believe strongly in the values of the school. Accomplishment is considered as a school perceived to focus on quality and excellence. People in the school are supportive of new ideas. Individuals are given the freedom to be creative and innovative. Having concern about taking risks is not an issue. Individuals are focused on a quality education. Strength of Climate is defined as strength within the climate with clarity of the schools' purposes and goals. Sharing functions to strengthen individual and collective understanding of the groups' culture. Satisfaction is described as having to do with satisfaction on the job. It involves satisfaction with the work itself, pay, promotions, supervision and coworkers (Braskamp & Maehr, 1988).

A table reflecting a set of tentative norms including both high and low items are provided from the authors in their assessment. According to a description of uses of the instrument, mean values can be used to compare macro ethos of the total organization to the unit or micro ethos. High scores are an indicator of a strong belief in the particular subscale or value and a strong ethos in the organization (Braskamp & Maehr, 1988).

There are several questions associated with each of the seven subscales of the culture variable as measured on the Instructional Climate Inventory. The following subscales are measured by the questions found in the inventory and numbered below: Satisfaction is measured through numbers 1, 3, 6, 9, 10, 15, 17, 21, 42 and 43.

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Commitment is measured through numbers 11, 13, 16, 33, 41, 49, 54, 56 and 57. Strength of Climate is measured through numbers 5, 18, 30, 35 and 39. Accomplishment is measured through numbers 23, 26, 27, 29, 40, 47, 53, 55 and 60. Recognition is measured through numbers 7, 8, 19, 28, 31, 36, 45, 50 and 51. Power is measured through numbers 2, 12, 37, 48 and 58. Affiliation is measured through numbers 4, 14, 20, 22, 24, 25, 32, 34, 38 and 46. Questions numbered 59, 52, 44 and 24 are not represented in any of the categories listed above.

The questionnaire is based on a Likert-type scale from A through E with the following associations (A) Strongly Disagree, (B) Disagree, (C) Uncertain, (D) Agree, (E) Strongly Agree. It is comprised of a 60-item questionnaire. In the Instructional Climate Report, each of the scales is represented on a bar reflecting intervals of ten with the 30 being the lowest number indicated and 70 being the highest (Insructional Leadership, 1988). The numbers are listed as 30, 40, 50, 60, and 70. When the response on the scale is high, it reflects strong agreement. When the response on the scale is low, it represents strong disagreement (MetriTech, 1988). The survey has a few demographics. They provided information on gender, teaching experience and degree earned, age, and ethnicity. The researcher also added two more demographic questions including size of the school and years in the building with the leader. Responses to this categorical data could be useful in future studies to determine additional relationships.

This completed study will provide correlations based on the responses to the five subscales of Transformational Leadership Practices and the responses to the scales derived from the Instructional Climate Inventory. A composite score may be obtained in the same manner as the Leadership Practices Inventory. Individual item scores will be

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added to form the total subscale score's of participants, they will be divided by the number of items. The level on the Likert scale may then be identified.

Data Collection Procedure

Three strategies were used to collect survey data. The initial strategy involved surveys being collected over a two-day period at a Michigan Education Association (MEA) Conference held at the Hyatt Regency in Dearborn Michigan. Teachers throughout the state of Michigan were in attendance. Flyers were used at the conference site to advertise the surveys and raffle tickets for the grand prizes. Elementary teachers were encouraged to visit the booth through the use of posters, flyers, and to observe displays of raffle prize items. Participants completed surveys in the privacy of their rooms or at the Terrace Room where private seating was available. Teachers were given a packet with each coded survey to ensure that they were properly paired. Brief written directions for completion were provided also, along with a pencil.

Participants were verbally advised that the procedure was voluntary and that they could choose not to complete surveys at any time without consequences. They were encouraged to fill out both inventories and immediately submit them in a box provided at the booth. If they could not complete the surveys during the conference, they were provided with a self-addressed stamped envelope. To ensure that the surveys were randomly drawn with no more than one response per building, participants were asked to list their building name and their city. Potential participants were requested to look over the list. If their school appeared on the list they were asked not to complete the survey.

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A brief note was included in the survey packet thanking participants for completing the survey and pledging confidentiality. Participants were reassured of their anonymity. Even though participants filled out a raffle ticket to enter the drawing, they observed the tickets being placed in a separate box with no connection to the completed form. Because the conference was in session for more than one day, this provided ample opportunity for participants to complete the surveys. If participants were unable to complete them during the conference, they were asked to request a pre-postage paid envelope for mailing purposes. A smaller envelope with a raffle ticket would be enclosed. They were instructed to place the completed raffle ticket in the larger envelope. Upon receipt of the completed survey, the completed raffle ticket would be separated and placed in a box for a drawing. Therefore participants would remain anonymous. The return address was listed the same as the mailing address to ensure delivery.

In the second strategy, an advertisement placed in the Michigan Education Association (MEA) Voice Magazine solicited elementary teachers individuals to complete surveys. A toll-free telephone number was provided to call and provide a mailing address and to receive the packet complete with surveys, instructions, raffle tickets and a pre-addressed, stamped envelope. Completed surveys were collected through return mailing.

The third and final strategy involved a personal appeal to teachers taking classes, during the summer sessions, at Western Michigan University. The data could have been collected almost immediately, if students chose to do it during the class break or after class. However, most of the surveys were completed and mailed. A pre-addressed,

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stamped envelope was provided with other necessary materials in the packet for survey participants.

Data Analysis

Overview

Initially, the study provided data on the leadership variable to be analyzed based on composite scores and on subscale scores at three levels. The levels are small, average and large. Next, the study provided data on the schools' culture to be analyzed based on composite scores and subscale scores at three levels. Additionally, the study utilized size of enrollment as an intervening variable. The study defined population size of the school 500 and over as large, between 250 and 499 as average, and 249 and below as small.

Question #1

The questions read as follows: (1a) What are teacher's perceptions of their principals' leadership? (1b) Are there any differences among the elementary teachers who work in schools of different sizes? For question #1 descriptive statistics are provided for each of the five scales of leadership, as well as the total. An F-tests will be conducted to inquire into whether teachers in three different sizes of schools perceive leadership differently. The sizes of the schools will be categorized as small, average and large. There will be a total of six F- tests for this one question. They include an F-test for each of the five subscales and an F-test for the composite. The subscales are (a) Challenging the Process (b) Inspiring a Shared Vision, (c) Enabling Others to Act, (d) Encouraging the Heart and (e) Modeling the Way. The Leadership Practices Inventory

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will be administered for this purpose. It is in written survey form. The teacher participant

was given a question soliciting the enrollment for the school. This made it possible to

code questionnaires relative to school enrollment to determine if teacher responses

reflected differences based on school size. The same question was attached to the second

instrument as well to insure consistency.

Question #2

The next questions are the basis for information on organizational culture. The

questions are as follows: (2a) What are teacher's perceptions of their schools' culture?

(2b) Are there any differences among elementary teachers who work in schools of

different sizes? Descriptive statistics are provided for the subscales of culture as well as

on the total. F-tests were conducted to inquire into whether teachers in three different

sizes of schools perceive it differently. There are a total of eight F tests for this question,

which include the seven subscales of organizational culture concerning (a) Satisfaction

(b) Commitment (c) Accomplishment (d) Recognition (e) Power (f) Affiliation (g)

Strength of Culture, and the composite. The Instructional leadership Inventory was

provided as a written survey for the teacher to complete on the culture variable. Because

both inventories were coded and paired together, school size could be identified for the

culture variable.

Question #3

The following question reflects the possibility of multiple relationships between

subscales on culture and the subscales of leadership. The question reads as follows: (3)

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Are there any relationships between the principals' leadership and schools' culture? A canonical correlation was conducted to inquire into possible relationships. The analysis reveals how the elements in leadership are related to elements in school culture. The purpose of using canonical correlation in this study is to compare whether there are groups of leadership variables on one side and related groups of culture variables on the other. Variables are combined to form groups to produce a predicted value. The predicted value is found with the highest correlation to the predicted value for the group on the other side. The grouping or combination of variables may be thought of as a dimension that relates the variables on one side to variables on the other side. Variables in Canonical correlations are referred to as variates. The combinations of the variables are linear in nature. A canonical correlation can be thought of as a descriptive technique (Tabachnick & Fidell, 1989).

This canonical correlation involved the specific elements/subscales within Transformational Leadership and Organizational culture. This part of the study involves a correlation between all subscales on both variables to determine what, if any, relationships exist. The data was drawn on the aforementioned individual instruments for each variable. The subscales of Transformational Leadership include (a) Challenging the Process, (b) Inspiring a Shared Vision, (c) Enabling Others to Act, (d) Encouraging the Heart, and (e) Modeling the Way. The subscales of Organizational Culture include (a) Satisfaction, (b) Commitment, (c) Accomplishment, (d) Recognition, (e) Power, (f) Affiliation, and (g) Strength of Culture. The question representing the subscale-to-subscale relationship focus on whether there is a relationship between Challenging the Process, Inspiring a Shared Vision, Enabling Others to Act, Encouraging the Heart, and

Modeling the Way individually or in any combination with any of the subscales of Culture including Satisfaction, Commitment, Strength of Climate, Accomplishment, Recognition, Power, and Affiliation.

For an added dimension, the study inquired into whether any of the relationships investigated vary along the intervening variable of school size. School size is an interesting concept to explore because in small schools there could be more opportunities to share, collaborate, obtain recognition, exercise affiliation and more. In larger populated schools, it would appear more difficult to address these issues due to the complexities accompanying large numbers. Therefore, school size might impact the correlational findings among particular subscales of Transformational Leadership and Organizational Culture.

In this study, there was an expected impact with the introduction of the intervening variable of school population size. Additional categorical variables could also introduce interesting findings in future studies as well. Here, a large school would be defined as a population of 500 or larger. An average school was considered between 250 and 499, a small school population would be 249 or less.

In summary, the methodology chapter has outlined the procedure upon which the study took place. Detailed description/information has been provided as part of the Selection of Subjects, Instrumentation, Measurement, and Data Collection Procedure. The following chapter identifies and respond to the questions identified for the study. It will provide the results of descriptive statistic, F-Tests and canonical correlations for the study, as well as, analysis and interpretation.

CHAPTER IV

DATA PRESENTATION AND ANALYSIS

The three research questions for the study will be presented in this chapter. A description of the population/ response rate of the various sources from which the data was collected will be provided. Results of the hypothesis testing and analysis will also be presented accompanied by interpretations of the results

Purpose

The overall purpose of the study was to determine if there was a relationship between Organizational Culture and Transformational Leadership. The instruments used were The Leadership Practices Inventory for the leadership component and The Instructional Climate Inventory for the culture component. The study's purpose was also to find whether teacher's perceptions of school leadership and organizational culture varied depending on school size.

Sample Description

The sample was comprised of 121 pairings of responses to the Leadership Practices Inventory and the Instructional Climate Inventory from teachers throughout the state of Michigan. Because the sample was taken from three different settings, it could best be defined as a sample of convenience. The primary population from which the sample was taken involved public, elementary schoolteachers who attended a Michigan Education Association (MEA) Conference. Additional surveys were administered to

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those who responded to an advertisement in the MEA Voice Magazine. Finally, surveys were taken from graduate classes of educational leadership at Western Michigan University. Therefore, the sample range encompassed a variety of settings. Survey participants were not restricted to particular geographic regions within the state of Michigan. Therefore responses should represent urban, rural and suburban teacher populations. The data presented were based on the collection of perceptions of one teacher per individual school.

Instruments

Teachers' perceptions of differences were identified on the culture and leadership inventories. The Leadership Practices Inventory used a Likert scale from 1-10 to account for differences. The scale measures from 1 (almost never) to 10 (almost always). The Instructional Climate Inventory accounted for differences through a Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree).

Rate of Sample Return/Response

The participant response to the initial attempt to secure a sample came from a state-wide, Professional Development Conference sponsored by the Michigan Education Association (MEA) and resulted in 66 pairs of surveys being completed and returned out of a possible 125. The participant response was admirable considering that there were more than ninety questions. The return rate was likely enhanced by the fact that it was a three-day Professional Development Conference held at the Hyatt Regency Hotel where individuals had an opportunity to pick them up one day and return them the next day.

Offering an incentive of a television and VCR was useful in motivating potential participants to answer ninety seven questions. Approximately ten completed surveys were returned from the advertisement from the Michigan Education Association Voice magazine over a span of 1½ months. The third and final group of surveys came from teachers who attended Summer I and Summer II classes at Western Michigan University. The remaining 45 surveys were returned after dispensing 75. The response rate was probably enhanced by a personal appeal from their fellow student and teacher. Only two pairs of surveys had to be thrown out because in both cases the teacher only filled out one of the two surveys. Surveys were checked for completion upon receipt, at the initial conference site. Participants were asked to complete any missed questions. Most of the remaining surveys from the second and third survey gathering strategies were received by mail.

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The Relationship Between Teacher's Perceptions
of Leadership and the School Size

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Question #1

What is the teacher's perception of their principal's leadership? Are there any differences among the elementary teachers who work in schools of different sizes?

Basic Statistics for the Subscale and Composite for the Leadership Practice Inventory. Table 1 reflects basic statistics as a result of teachers' responses to the Leadership Survey. The responses all tend to be moderately high. On a scale of 1 to 10 the means of all the subscales were above 6.500. They ranged from 6.580 (the lowest) to

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7.426 (the highest). Participants produced the highest mean score of 7.426 in the subscale Enabling Others to Act, closely followed by Modeling the Way (M=7.083). The lowest means were for Challenging the Process (M = 6.580) and Inspiring a Shared Meaning (M=6.606).

Table 1. Descriptive Statistics for Transformational Leadership Subscale Scores

Subscales	Descriptive		Standard Deviation	No. of Responses
Challenge the Process	Mean	6.580	2.074	121
	Median	7.000		
	Mode	8.330		
Inspire Shared Vision	Mean	6.606	2.250	121
	Median	7.000		
	Mode	6.170		
Enabling Others to Act	Mean	7.426	1.990	121
	Median	8.000		
	Mode	8.000		
Model the Way	Mean	7.083	1.926	121
	Median	7.500		
	Mode	6.330		
Encourage the Heart	Mean	6.892	2.319	121
	Median	7.330		
	Mode	8.830		
* Composite Leadership Scores	Mean	6.918	1.966	121
	Median	7.530		
	Mode	8.870		

Kouzes and Posner (1995) describe what a high score means in each of the subscales. Teachers' responses to the surveys in this study within the Enabling Others to Act subscale indicate that participants felt their leaders enabled or allowed them to develop cooperative relationships, demonstrate active listening, and consider varying points of view. Based on their responses teachers felt that leaders supported their decisions, allowed choices about how to work, encouraged individuals to develop new skills, and treated them respectfully and with dignity. Teacher's beliefs represented in the

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second highest mean score of 7.083 found in Modeling the Way demonstrated that

leaders set clear goals, divided tasks into smaller milestones, and practiced his or her

beliefs.

Comparing Across Schools at Different Sizes

The F-Test is used for comparing school sizes for the leadership variable based on

teachers' responses on the Leadership Practice Inventory. Table 2 depicts the F-Value

and the P-Value for each of the five subscales for the leadership variable and in the

leadership composite score. Also included are the mean score for large, medium and

small school sizes.

Table 2. Summary of F-test Results for Comparing School Sizes in Terms of the
Leadership Practices Inventory (LPI) Subscale and Composite Scores

SUBSCALE	Mean Large	Mean Medium	Mean Small	F- Value	P-Value
Challenging the Process	6.627	6.845	5.220	4.00	0.0209*
Inspiring a Shared Vision	6.685	6.911	4.978	4.90	0.0090*
Enabling Others to Act	7.448	7.654	6.300	2.96	0.0555
Modeling the Way	6.909	7.443	5.788	5.10	0.0075*
Encouraging the Heart	7.015	7.086	5.688	2.37	0.0979
Leadership Composite	6.936	7.188	5.596	4.28	0.0160*

*Significant at the 5% level

Among the five subscales and the composite, six F-Tests were administered, each

based on 118 degrees of freedom. Four results are statistically significant, at .05 level of

significance. These are on Challenging the Process, Inspiring a Shared Vision, and

Modeling the Way and the Leadership Composite. Therefore, pairwise comparisons of

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teachers, based on the Post-Hoc Test, were run to determine where the differences occurred.

Pairwise Comparisons

Post Hoc analysis was done to determine between which groups the differences occurred. The following Table 2a show all possible pairwise combinations based on the three levels of size for Challenging the Process. Additionally mean scores and mean differences are shown for various sizes along with T and P- Values.

Table 2a. Post-hoc T-test Results for the LPI Challenging the Process (cproc) Subscale

PAIRWISE COMPARISON with Means	Mean Difference	t-value	P-value
Small (5.220) vs Medium (6.845)	-1.624	-2.45a	0.0249*
Small (5.220) vs Large (6.627)	-1.407	-2.07	0.0436*
Medium (6.845) vs Large (6.627)	0.2176	0.54	0.5931

a—using Sattherhwaite Method   * Significant at 5% level of significance

The Pairwise Comparisons for Challenging the Process indicate that small vs. large and small vs medium are statistically significant at the .05 level. As far as Challenging the Process is concerned, teachers in small schools gave a lower rating to the principals than did their counterparts in medium sized or large schools.

Table 2b reveal every possible pairwise comparison for Inspiring a Shared Vision. Additionally mean scores and mean differences are shown for various sizes along with T and P- Values.

Table 2b. Post-hoc T-test Results for the LPI Inspiring a Shared Vision (vision) Subscale

PAIRWISE COMPARISON	Mean Difference	t-value	P- value
Small (4.978) vs Medium(6.911)	-1.933	-2.58a	0.0192*
Small (4.978) vs Large (6.685)	-1.707	-2.36	0.0226*
Medium (6.911) vs Large (6.685)	0.2257	0.52	0.6027

a—using Sattherthwaite Method   *Signicant at 5% level of significance

The pairwise comparison for Inspiring a Shared Vision also reveal that responses from medium and large schools do not differ significantly at the .05 level of significance. However small vs large and small vs medium comparisons are statistically significant at the .05 level of significance.

As far as Inspiring a Shared Vision is concerned, teachers in small schools gave a lower rating to the principals than did teachers in medium sized or large schools.

Table 2c summarizes each pairwise comparison for Modeling the Way. Additionally mean scores and mean differences are shown for various sizes along with T and P- Values.

Table 2c. Post-hoc T-test Results for the LPI Modeling the Way Subscale

PAIRWISE COMPARISON	Mean Difference	t-value	P-value
Small (5.788) vs Medium (7.443)	-1.655	-3.09	0.0027*
Small (5.788) vs Large (6.909)	-1.121	-1.93	0.0596
Medium (7.443) vs Large (6.909)	0.5341	1.41	0.1618

*Signify at 5% level of significance

The last Pairwise Comparison, Modeling the Way, only reveal a significant difference at the .05 level between small and medium school size teachers. Again, the teachers are small district had a lower mean.

Results for Post-hoc comparisons on the leadership composite are represented in Table 2d below. Included are the number of surveys in each category, the standard deviation, as well as, the mean score and the mean difference.

Table 2d. Post Hoc T-Test for the Leadership Composite

Size	No. of Surveys	Mean	Standard Deviation	T- Value	P- Value
Small	15	5596	2.143		
Medium	71	7.188	1.922		
Difference		-1.592		-2.86	0.0054*
Small	15	5596	2.143		
Large	35	6936	1.794		
Difference		-1.341		-2.28	0.0269*
Medium	71	7.188	1.922		
Large	35	6.936	1.794		
Difference		0.2515		0.65	0.5191

In the Post Hoc T-Test for the Leadership Composites (Table 2d), there is a significant difference between small vs medium and between small vs large. Again, it is the teachers from small schools who differed from their counterparts in medium sized or large schools. Therefore, the results are essentially consistent throughout whether considering pairwise comparisons based on the subscale values or the Leadership Composite scores. Teachers' perceptions of leadership in small-sized schools were statistically different when compared to medium–sized schools and large sized schools. An interpretation might be that teachers in small sized schools perceive less transformational type of leadership

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The Relationship Between Teacher's Perceptions
of Culture (Composite and Subscales) and the School Size

<u>Question #2</u>

What is the teacher's perception of their school's culture? Are there any

differences among the elementary teachers who work in schools of different sizes?

Basic Statistics for Organizational Culture

These statistics are based on the teacher's responses to the Instructional Climate

Inventory. The inventory is based on a Likert scale of 1(Strongly Disagree) to 5 (Strongly

Agree).

The results of Table 3 are based on a Likert scale from 1 to 5. The responses fall

within a range of 2.400 to 3.716. The highest mean score is found in Strength of Climate.

Strength of Climate is based on clear goals and purposes for the school. Those who score

high in this area are certain they understand what the school stands for. The lowest mean

score in this study is found in the Power subscale.

Comparing Schools of Various Sizes

Table 4 shows the F-Value and P-Value for each of the seven subscales on the

culture variable and the culture composite.

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Table 3. Descriptive Statistics for Organizational Culture Subscale Scores

SUBSCALE	DESCRIPTIVE		STANDARD DEVIATION	No. of Surveys
Satisfaction	Mean	3.606	0.565	121
	Median	3.700		
	Mode	4.100		
Commitment	Mean	3.598	0.449	121
	Median	3.700		
	Mode	3.440		
Strength of Climate	Mean	3.716	0.818	121
	Median	3.800		
	Mode	4.200		
Accomplishment	Mean	3.558	0.591	121
	Median	3.670		
	Mode	3.670		
Recognition	Mean	3.260	0.740	121
	Median	3.330		
	Mode	3.560		
Power	Mean	2.411	0.650	121
	Median	2.400		
	Mode	2.400		
Affiliation	Mean	3.387	0.653	121
	Median	3.440		
	Mode	3.220		

Table 4. Summary of F-Test Results for Comparing School Sizes in Terms of the Organizational Culture Subscale Variables

SUBSCALE	Mean Large	Mean Medium	Mean Small	F-Value	P-Value
Satisfaction	3.520	3.667	3.513	1.03	0.3601
Commitment	3.530	3.656	3.481	1.51	0.2246
Strength of Culture	3.600	3.800	3.587	0.91	0.4040
Accomplishment	3.460	3.654	3.353	2.56	0.0816
Recognition	3.269	3.320	2.962	1.46	0.2363
Power	2.428	2.411	2.393	0.04	0.9634
Affiliation	3.296	3.466	3.230	1.30	0.2764
Culture Composite	6.627	6.845	5.220	1.78	0.1735

*Significant at the 5% level of significance

To determine the effect of school size based on the teacher's responses on each of the subscales and the composite variables, F-test were performed. Table 4 showed that subscale scores and the composite score were not significantly different at the .05 level of significance. Thus, it was not necessary to perform pair-wise comparisons for the school sizes, through Post –Hoc multiple comparisons.

There is less than a 0.25 mean difference between all of the size levels for culture. Thus, overall, based on the analyses made, there are no significant differences among the elementary teachers who work in schools of different sizes, in terms of how they perceive their school's culture.

The Relationship Between
Leadership Subscales and Culture Subscales

Question #3

Are there any relationships between principals' leadership and the schools culture?

In this study, canonical correlations were made based on the subscales of Principal's leadership and the school's culture. Subscales in the leadership variables total five including Challenging the Process (cproc), Inspiring a Shared Vision (vision), Enabling Others to Act (act), Modeling the Way (way), and Encouraging the Heart (heart). The second set of variables are comprised of seven subscales for the Culture including Satisfaction (sat), Commitment (com), Strength of Climate (strngth), Accomplishment (accom), Recognition (rec), Power (power), and Affiliation (affil).

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Among several canonical variate pairs there is only one significant pair, at the 5% level of significance. This implies that there is only one reliable dimension that could explain the relationship between Transformational Leadership and Organizational Culture.

The canonical loadings of the identified variate pair are given in Table 5. It appears that all of the subscales of Transformational Leadership are more highly correlated to the Leadership variate, than the Organizational Culture subscales are to the Culture variate. In particular, the subscale "Encouraging the Heart" has the highest correlation of 0.963 to the Leadership variate, followed by "Enabling others to Act", which is 0.944. The Leadership variate accounts for 79.96% (Proportion of raw variance) of the variations of perceived behaviors in Transformational Leadership, while it could explain 42.88% of the variations of behavior in Organizational Culture. On the other hand, the subscale "Recognition" has the highest correlation of 0.8567, with the Culture variate, followed by "Affiliation" (0.8299) and "Accomplishment" (0.7999). This Culture variate accounts for 38.86% of the variations in behavior within the Organizational Culture, while it could explain 20.84% of the variance in Transformational Leadership. It is important to note that Power does not seem to play a big role in Organizational Culture (since loading is only -0.0886).

The reliable canonical variate pair has an overall correlation of 0.7323, which indicates a moderately high relationship between leadership and organizational culture. Based on a cut-off score of .5, the author found that the cultural elements of "accomplishment", "recognition", and "affiliation" tend to be positively correlated with all aspects of transformational leadership.

Table 5. Canonical Correlation between Leadership and Organizational Culture

VARIABLE SET	SUBSCALES	CANONICAL VARIATE AND LOADINGS
Leadership	Challenging the process	0.8445
	Inspiring a shared vision	0.8762
	Enabling others to act	0.9443
	Modeling the way	0.8350
	Encouraging the heart	0.9634
Proportion of Raw Variance Explained		0.7996
Redundancy		0.4288
Culture	Satisfaction	0.5386
	Commitment	0.3967
	Strength	0.4499
	Accomplishment	0.7999
	Recognition	0.8567
	Power	-0.0886
	Affiliation	0.8299
Proportion of Raw Variance Explained		0.3886
Redundancy		0.2084
Correlation		0.7323

Summary of the Questions & Responses

Question #1

What is the teacher's perception of their principals' leadership (descriptive for the composite as well as the subscales)? Are there any differences among the elementary teachers who work in schools of different sizes (F-test for three levels for the composite as well as the subscale)?

Three of the five leadership variables including Challenge the Process, Inspiring a Shared Vision and Modeling the Way showed statistically significant differences at the .05 level on the F-Test. Also Post hoc T-tests revealed differences in five of nine possible combinations including Challenging the Process and Inspiring a Shared Vision with

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differences in the small vs large pairings and the small vs medium pairings. Modeling the Way showed a statistically significant difference between small vs medium school size teachers. Therefore, partial support was found for this question.

In terms of teachers' perception on Challenge the Process, Inspire a Shared Vision, and Model the Way, teachers in small schools tend to be significantly less inclined to view principals as being transformational in their leadership. Whereas teachers in large and medium - sized schools are more inclined to view their leaders as transformational leaders.

Question #2

What is the teacher's perception of their school's culture? Are there any differences among the elementary teachers who work in schools of different sizes?

There were no significant differences at the .05 level on any of the seven subscales (Satisfaction, Commitment, Strength of Culture, Accomplishment, Recognition, Power, and Affiliation). Therefore, based on this study, size is not related to teacher's perception of the school's culture. The Culture Composite score was not statistically significant at the .05 level either.

Question #3

The final question provided insight into whether there is a correlation between leadership qualities and school culture. Question #3 Is there any relationships between principal's leadership and school's culture (canonical correlation)?

One statistically significant pairing resulted from the canonical correlation. The overall correlation was 0.732 at the .05 level of significance. This statistically significant pair of canonical variates mean that the cultural elements of "accomplishment", "recognition" and "affiliation" are related to the transformational leadership.

CHAPTER V

SUMMARY, FINDINGS, DISCUSSIONS, STRENGTHS AND LIMITATIONS

Summary and Interpretations

<u>Summary</u>

The Study

This study is based upon a myriad of longstanding problems and concerns that continue to plague education until today; they include changing demographics, lack of support, isolation, low teacher morale and attrition. This is an important study because it attempts to identify relationships that address these longstanding problems. The very crux of identifying and providing solutions for a successful educational system may hinge upon a clearer understanding of issues that put A Nation at Risk in the 1980's (Owens, 1991) and place A Nation Still at Risk as we approached the year 2000 (A Nation, 1999). This study is worthwhile because it addresses issues that continue to threaten the well-being of a nation. The effects of these longstanding problems that define the educational landscape and architecture from the past, in the present, and possibly into the future must be addressed.

Because teachers teach under the auspices of their principal, it is that primary relationship upon which this study situates its focus. The study necessarily attempts to understand a specific type of principals' leadership style and the relationship between how teachers perceive the school culture and how they perceive the principal's leadership. Additionally, the study attempts to understand any relationship that school

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size might have on teacher's perception of their principal's leadership and organizational culture.

The Research Questions are as follows:

1) What are teacher's perceptions of their principal's leadership ? Are there any differences among elementary teachers who work in schools of different sizes ?

2) What are teacher's perceptions of their school's culture? Are there any differences among the elementary teachers who work in schools of different sizes?

3) Are there any relationships between principals' leadership and schools' culture?

The overall sample was a convenience sample of elementary, public school teachers, currently teaching in the state of Michigan. Completed surveys came from three sources. A statewide Professional Development Conference for the entire state of Michigan was the initial source, as well as, the primary source for most completed surveys. 69 surveys were returned. The second source of respondents came from the Michigan Education Association magazine, the MEA Voice. This magazine is available to teachers over the state of Michigan.11 surveys were returned. The third source of respondents came from teachers attending classes at Western Michigan University during the summer sessions. 41 surveys were returned.

Data collection procedures were in place at each of the settings identified to obtain the completed surveys. Pre-addressed, stamped envelopes were offered to those wishing to participate in a return mailing. However, all teachers returned completed surveys while in attendance at the MEA Conference site at the Hyatt Regency in Dearborn, Michigan. In the next setting, teachers who requested the surveys based on advertisement in the MEA Voice magazine returned the completed surveys in the pre-

addressed, stamped envelope that had been provided. The final data collection was based on the researcher's personal appeal to teachers to complete surveys, at Western Michigan University. Most all surveys were collected by return mail in the pre-addressed, stamped envelopes provided.

Three tests statistics were used for the study. The data analysis was based on an F-Test to determine if a statistically significant difference occurred at the .05 level of significance for principal's leadership and organizational culture. This was followed by a Post Hoc Analysis T-Test for pairwise comparisons to determine where the differences occurred based on school size.

The data analysis for the canonical correlation was based on the subscales of organizational culture in relation to the culture variable. Additionally, the correlation was based on the subscales of Transformational Leadership in relationship to the leadership variable. The analysis attempted to find statistically significant variates.

The Findings

Research Question No.1

Public elementary school teachers tend to rate their principals moderately high for their principals' leadership. On a 10-point Likert scale, the mean ranged from 6.580 to 7.426. The Likert scale rating indicates 1 as almost never and 10 as almost always. The mean for the composite leadership score is 6.918 substantiating A moderately high rating.. Furthermore, the mean for three of the five subscales including, Encouraging the Heart, Modeling the Way and Enabling Others to Act with scores of 6.892, 7.083 and

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7.426 respectively indicate the highest mean ratings. The lowest mean score of 6.580 for

Challenging the Process indicate that the rating was moderately high.

F-test were statistically significant for three of our subscales, (a) Challenging the

Process (b) Inspiring a Shared Meaning and (c) Modeling the Way. Post Hoc multiple

comparisons reveal that it was essentially the small schools that differed from the

medium-sized and the large-sized schools. Small-sized schools in five of the six possible

pairings involving small-sized schools reveal that the teachers are less inclined to view

their leadership as transformational. Here, teachers in small schools specifically indicated

that they perceived their principal's as less likely to challenge the status quo and provide

opportunities to develop meaning as an outgrowth of a shared perspective. Additionally,

they perceived their principals as less likely to demonstrate through their actions the

philosophies that they espoused.

Research Question No. 2

Public elementary school teachers gave moderately high ratings to their school

culture. The mean scores were based on a 5-point Likert scale. The scale ranged from (A)

Almost Never to (E) Almost Always. For purposes of statistical analysis A and E were 1

and 5 respectively. Six out of seven mean scores were above a 3.000 rating. Four of the

seven mean scores were above 3.500. The highest scores range from Strength of Climate

to Satisfaction followed by Commitment with scores of 3.716, 3.606 and 3.598

respectively. Strength of Climate indicates whether teachers perceive their culture as

having clear goals and purposes. Here, teachers perceived their culture as one with

moderately high levels of satisfaction and commitment with the highest perception of Strength of Climate.

F-tests revealed that there is no relationship between any of the subscales of organizational culture and the school size. There appears to be a homogenization in the perception of school culture. Based on this study, size is not related to the teacher's perception of the school culture. Consequently, regardless of the classification of small, medium or large-sized schools, size is not related to the teacher's perception of the culture of the school. The P-value for each of the subscales was below the .05 level of significance.

Research Question No.3

The canonical correlation analysis reveals that there is a relationship between teachers' perceptions of their principals' leadership and organizational culture. The study found one statistically significant canonical variate. A close inspection of the loadings reveal that the higher ratings teachers gave to the following three cultural elements (recognition, affiliation, accomplishment), the higher ratings they tend to give to their principals' transformational leadership. The analysis provides evidence that there is a relationship between organizational culture and leadership.

Discussion

The teachers tend to be satisfied with their organizational culture and principal's leadership. Here, teachers are most satisfied with Encouraging the Heart, Modeling the Way, and Enabling Others to Act as reflected in their ratings. Perhaps teachers are

saying that when leaders are concerned enough to provide encouragement, guide them in a consistent manner and support them as they take action, a feeling of satisfaction follows. Perhaps, it is the personal nature of the relationship that is reflected in Encouraging, Modeling, and Enabling that help to create an even higher score/feeling of satisfaction. Even though Encouraging, Modeling, and Enabling could be demonstrated toward the entire group, each could be demonstrated one-on-one. In the organizational culture the three highest scores were Strength of Climate, Satisfaction and Commitment. Strength of Climate reflects clear goals and purposes. Making a commitment to work hard within the culture would appear easier if goals and purposes were clear. Satisfaction could come from making a commitment toward the goals.

Where principal's leadership is concerned, teachers from medium-sized and large schools tend to give higher ratings than do their counterparts in small districts in the area of Challenging the Process, Inspiring a Shared Vision, and Modeling the Way. It appears that principals in small schools are perceived less transformational than their counterparts in medium–sized and large schools. Perhaps, this is because smaller-sized schools would be less likely to receive current research or information based on new methods and ideas. Perhaps, many of the small-sized schools are in rural areas where schools are less likely to come together to challenge and stimulate one another's thinking. The more isolated or remote rural settings may contribute to this occurrence.

The study also found that the higher the ratings teachers gave to the following three cultural elements (recognition, affiliation, accomplishment) the higher ratings they tended to give to their principals' transformational leadership. Teachers' perception of organizational culture and principals' leadership are, indeed, related. Although the study

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cannot suggest causality, we have some evidence to suggest the interplay between shaping some aspects of the culture and displaying transformational leadership.

Based on this finding, it would appear that the more transformational the leadership, the more positive the culture will be. The results of this study tend to indicate that if the teacher perceives the principal's as more transformational, they tend to rate the following three elements higher - recognition, affiliation and accomplishment – for the school culture. might have even higher scores.

Strengths and Limitations

Strengths

(A) A unique strength of the study was based on a design feature that required one teacher from each school to complete the pair of surveys. As a result, many schools (121) were represented in this statewide study.

(B) This study was also unique because it is among the first attempts to establish a relationship between organizational culture and leadership. The study was not designed to identify the teachers' perception of the relationship between leadership and culture within one particular school. It was not designed to assess an individual principal. The researcher attempted to create an informational study that would help readers to understand the relationship between these two variables over a number of public, elementary schools within the state of Michigan.

(C) An additional strength of this study is that various lengths of teaching experience were represented in the sample as supported by the following facts. 81%

teachers worked in the same building for over three years. 41% have more than 12 years teaching experience.

Limitations

(A) The sample was a convenience sample based on collections from three settings.

(B) Only elementary schools were utilized for the time being. The study could be extended to other school levels and other types of organizations.

(C) Just surveys were used. Further studies could use qualitative methods to study why the relationship between organizational culture and leadership display such a pattern.

(D) Requesting survey participants to provide exact numbers for school population.

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APPENDICES

APPENDIX A

PERMISSION TO USE THE LPI

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Monte Sereno, California 95030
Phone/FAX: (408) 354-9170

November 18, 2002

Ms. M. Patricia Howard
220 Lynwood Drive
Battle Creek, Michigan 49015

Dear Patricia:

Thank you for your request to use the Leadership Practices Inventory (LPI) in your dissertation. We are willing to allow you to reproduce the instrument as outlined in your letter, at no charge, with the following understandings:

(1) That the LPI is used only for research purposes and is not sold or used in conjunction with any compensated management development activities;

(2) That copyright of the LPI, or any derivation of the instrument, is retained by Kouzes Posner International, and that the following copyright statement be included on all copies of the instrument: "Copyright © 1997 James M. Kouzes and Barry Z. Posner. All rights reserved. Used with permission.";

(3) That one (1) **bound** copy of your dissertation and one (1) copy of **all** papers, reports, articles, and the like which make use of the LPI data be sent promptly to our attention; and,

(4) That you agree to allow us to include an abstract of your thesis and any other published papers utilizing the LPI on our various websites.

If the terms outlined above are acceptable, would you indicate so by signing one (1) copy of this letter and returning it to us. Best wishes for every success with your research project.

Cordially,

Barry Z. Posner, Ph.D.
Managing Partner

I understand and agree to abide by these conditions:

(Signed) *M. Patricia Howard* Date: *November 21, 2002*

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APPENDIX B

MICHIGAN EDUCATIONAL ASSOCIATION (MEA) INSTRUCTIONAL
PROFESSIONAL DEVELOPMENT (PDI) CONFERENCE EXHIBITOR'S LETTER

Michigan Education Association

1216 Kendale Blvd., PO Box 2573
East Lansing, MI 48826-2573
517/332-6551 800/292-1934
www.mea.org

To: IPD Conference Exhibitors

From: Michelle Boerma, Exhibits Assistant

Date: November 26, 2002

Re: IPD Conference

The 2002 MEA Instruction and Professional Development Conference is approaching quickly and I would like to pass on a few last details to you.

At this point you should have received, either by email or fax, a packet of information from Freeman Decorating, the exhibit company. Again, you only need to fill out any of these forms if you would like additional equipment or if you would like to have your booth materials shipped to the conference (all materials need to be shipped to Freeman, not the Hyatt).

Thank you to those of you who have responded about door prizes before the deadline. If you will not be present to award your prize yourself, you will need to get your prize to me by Friday at 2:00 pm.

I will have name badges for you as well as your meal tickets at a table in the Great Lakes Center when you arrive on Thursday. Although the exhibits company will still be working in the room, you will be able to begin your own set-up at 10 am, Thursday morning. Again the exhibit times are 1:00 to 7:00 on Thursday and 9:00 to 4:00 on Friday. There will be a security guard present from 8 am to 1 pm on Thursday and from 7 pm Thursday night to 9 am Friday morning.

If you have not completed your payment for your booth, we need to have the complete payment in hand before the conference begins. We appreciate your promptness in this matter.

Surveys for Elementary Teachers your booth number is 28. We look forward to seeing you next week.

MRB

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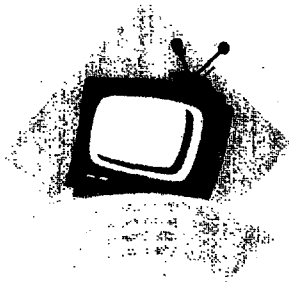APPENDIX C

PROMOTION FLYER FOR RAFFLE PRIZES

Attention Elementary Teachers

WIN

A *FREE* 27 inch Color TV

or

A *FREE* DVD Player

Simply take a few minutes to fill out a survey to enter the drawing.

The surveys are located at booth number 28 in the Great Lakes Center during the exhibit times on Thursday and Friday.

Pick one up, find a comfortable, private space, and return it to booth 28.

A name will be drawn and posted by the door at the Good Will/Good Cheer Reception Friday evening. Stop by the reception to see if you won!

APPENDIX D

HSIRB APPROVAL #1

WESTERN MICHIGAN UNIVERSITY

Centennial
1903-2003 Celebration

Date: November 26, 2002

To: Charles Warfield, Principal Investigator
M. Patricia Howard, Student Investigator for dissertation

From: Mary Lagerwey, Chair

Re: HSIRB Project Number 02-11-16

This letter will serve as confirmation that your research project entitled "A Study of the Relationship Between Transformational Leadership and Organizational Culture in Schools" has been approved under the exempt category of review by the Human Subjects Institutional Review Board. The conditions and duration of this approval are specified in the Policies of Western Michigan University. You may now begin to implement the research as described in the application.

Please note that you may only conduct this research exactly in the form it was approved. You must seek specific board approval for any changes in this project. You must also seek reapproval if the project extends beyond the termination date noted below. In addition if there are any unanticipated adverse reactions or unanticipated events associated with the conduct of this research, you should immediately suspend the project and contact the Chair of the HSIRB for consultation.

The Board wishes you success in the pursuit of your research goals.

Approval Termination: November 26, 2003

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APPENDIX E

HSIRB APPROVAL #2

WESTERN MICHIGAN UNIVERSITY

Centennial
1903-2003 Celebration

Date: May 27, 2003

To: Charles Warfield, Principal Investigator
      M. Patricia Howard, Student Investigator for dissertation

From: Mary Lagerwey, Chair

Re: HSIRB Project Number: 02-11-16

This letter will serve as confirmation that the changes to your research project "A Study of the Relationship Between Transformational Leadership and Organizational Culture in Schools" requested in your memo dated May 9, 2003 and clarified on May 23, 2003 (recruiting subjects from WMU classes) have been approved by the Human Subjects Institutional Review Board.

The conditions and the duration of this approval are specified in the Policies of Western Michigan University.

Please note that you may only conduct this research exactly in the form it was approved. You must seek specific board approval for any changes in this project. You must also seek reapproval if the project extends beyond the termination date noted below. In addition if there are any unanticipated adverse reactions or unanticipated events associated with the conduct of this research, you should immediately suspend the project and contact the Chair of the HSIRB for consultation.

The Board wishes you success in the pursuit of your research goals.

Approval Termination: November 26, 2003

APPENDIX F

HSIRB APPROVAL #3

WESTERN MICHIGAN UNIVERSITY

Centennial
1903-2003 Celebration

Date: March 10, 2003

To: Charles Warfield, Principal Investigator
M. Patricia Howard, Student Investigator for dissertation

From: Mary Lagerwey, Chair

Re: HSIRB Project Number: 02-11-16

This letter will serve as confirmation that the changes to your research project "A Study of the Relationship Between Transformational Leadership and Organizational Culture in Schools" requested in your memo dated February 9, 2003 and revised on February 17, 19, 28, and March 3 have been approved by the Human Subjects Institutional Review Board.

The conditions and the duration of this approval are specified in the Policies of Western Michigan University.

Please note that you may only conduct this research exactly in the form it was approved. You must seek specific board approval for any changes in this project. You must also seek reapproval if the project extends beyond the termination date noted below. In addition if there are any unanticipated adverse reactions or unanticipated events associated with the conduct of this research, you should immediately suspend the project and contact the Chair of the HSIRB for consultation.

The Board wishes you success in the pursuit of your research goals.

Approval Termination: November 26, 2003

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APPENDIX G

LEADERSHIP PRACTICES INVENTORY (LPI)

LEADERSHIP PRACTICES INVENTORY [LPI]

To what extent does this person typically engage in the following behaviors? Choose the number that best applies to each statement and record it in the blank to the left of the statement.

1	2	3	4	5	6	7	8	9	10
Almost Never	Rarely	Seldom	Once in a While	Occasionally	Sometimes	Fairly Often	Usually	Very Frequently	Almost Always

He or She:

_____ 1. Seeks out challenging opportunities that test his or her own skills and abilities.

_____ 2. Talks about future trends that will influence how our work gets done.

_____ 3. Develops cooperative relationships among the people he or she works with.

_____ 4. Sets a personal example of what he or she expects from others.

_____ 5. Praises people for a job well done.

_____ 6. Challenges people to try out new and innovative approaches to their work.

_____ 7. Describes a compelling image of what our future could be like.

_____ 8. Actively listens to diverse points of view.

_____ 9. Spends time and energy on making certain that the people he or she works with adhere to the principles and standards that have been agreed on.

_____ 10. Makes it a point to let people know about his or her confidence in their abilities.

_____ 11. Searches outside the formal boundaries of his or her organization for innovative ways to improve what we do.

_____ 12. Appeals to others to share an exciting dream of the future.

_____ 13. Treats others with dignity and respect.

_____ 14. Follows through on the promises and commitments that he or she makes.

_____ 15. Makes sure that people are creatively rewarded for their contributions to the success of projects.

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1	2	3	4	5	6	7	8	9	10
Almost Never	Rarely	Seldom	Once In a While	Occasionally	Sometimes	Fairly Often	Usually	Very Frequently	Almost Always

He or She:

_____ 16. Asks "What can we learn?" when things do not go as expected.

_____ 17. Shows others how their long-term interests can be realized by enlisting in a common vision.

_____ 18. Supports the decisions that people make on their own.

_____ 19. Is clear about his or her philosophy of leadership.

_____ 20. Publicly recognizes people who exemplify commitment to shared values.

_____ 21. Experiments and takes risks even when there is a chance of failure.

_____ 22. Is contagiously enthusiastic and positive about future possibilities.

_____ 23. Gives people a great deal of freedom and choice in deciding how to do their work.

_____ 24. Makes certain that we set achievable goals, make concrete plans, and establish measurable milestones for the projects and programs that we work on.

_____ 25. Finds ways to celebrate accomplishments.

_____ 26. Takes the initiative to overcome obstacles even when outcomes are uncertain.

_____ 27. Speaks with genuine conviction about the higher meaning and purpose of our work.

_____ 28. Ensures that people grow in their jobs by learning new skills and developing themselves.

_____ 29. Makes progress toward goals one step at a time.

_____ 30. Gives the members of the team lots of appreciation and support for their contributions.

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APPENDIX H

INTRUCTIONAL CLIMATE INVENTORY

INSTRUCTIONAL

CLIMATE

INVENTORY

FORM T

MetriTech, Inc.

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MetriTech, Inc.

Developed by Larry A. Braskamp, Ph.D. and Martin L. Maehr, Ph.D. Copyright ©
1985, 1988 by MetriTech, Inc., 4106 Fieldstone Road, Champaign, IL. All rights
reserved.

INSTRUCTIONS

This questionnaire is designed to provide a profile of instructional leadership and school climate. Your responses are anonymous and will be kept confidential. At no time will individual responses be shared with your principal. Your answers will be combined with those of others in order to develop a composite profile. There are no "right" or "wrong" answers and no time limit, but try to answer each question as quickly as possible.

First, take out the answer sheet you have been given. Use the "P" grid under SPECIAL CODES to code in the level of your school as follows:

        3: Elementary
        4: Junior High or Middle School
        5: Senior High

The rest of the identification area may be left blank.

The booklet has two parts, each with its own instructions. Be sure to read these instructions before answering the items. Use the key at the top of each page to select your answers.

Remember to mark all your answers on the answer sheet with a pencil (No. 2 is best). If you decide to change an answer, erase the first mark completely.

Thank you for your cooperation

PART I

The following items deal with views you have about the school in which you're now employed and various career opportunities. Choose just one answer for each item. Use the following key to choose your answers.

(A) Strongly Disagree	(B) Disagree	(C) Uncertain	(D) Agree	(E) Strongly Agree

1. My co-workers and I work well together.
2. Disagreements occur here because people frequently compete with each other.
3. I get rewarded in a fair way for the work I do.
4. I do my best work here because my co-workers urge me to do so.
5. In this school we believe in what we're doing.
6. I feel I get sufficient pay for the work I do.
7. Employees here receive a lot of attention.
8. This school makes me feel like I'm a winner.
9. I like what I'm doing now, so I don't think of doing anything else.
10. I like my chances of doing good work here so I can get ahead.

11. I have a sense of loyalty to this school.
12. People spend a lot of time trying to get to know those in powerful positions in this school.
13. I identify with this school.
14. In this school, there is respect for each individual.
15. I'm satisfied with the opportunities I have to direct others.
16. I think about the future of this school.
17. There are many chances to compete with others to get ahead.
18. Everyone in this school knows what it stands for.
19. In this school we hear more about what people do right than the mistakes they make.
20. Communication within this school is very informal and frequent.

21. I'm doing the kind of work I want.
22. People at all levels of this school share information about how well it is doing.
23. This school stresses excellence.
24. I enjoy working with those to whom I report.
25. I'm involved in decisions that directly affect my future.
26. Employees here are afraid to make a mistake.
27. There is peer pressure here to do a good job.
28. This school makes me feel like I'm an important, productive person.
29. Around here we're encouraged to try new things.
30. This school is clear about what it expects from me.

31. Evaluations of my work are directly tied to how well I do.
32. There's a close knit feeling among us in this school.
33. I've regretted that I chose to work for this school.
34. Employees here don't really trust one another.
35. Almost everyone has similar values and ideas about what this school should be doing.
36. This school allows me to do things that I find personally satisfying.
37. Competition among teachers/departments is actively encouraged in this school.
38. This school really cares about me as a person.
39. I know what this school stresses.
40. In this school, we're encouraged to try new things.

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(A) Strongly Disagree	(B) Disagree	(C) Uncertain	(D) Agree	(E) Strongly Agree

41. I do extra work here because I want this school to succeed.
42. I like the people I work with.
43. I enjoy the kind of work I do.
44. I know what really counts around here.
45. People here are always getting awards and extra attention by doing good work.
46. We're treated as adults in this school.
47. Every person in this school can invent, create, and solve.
48. The school administration regards conflict among competing work groups and individuals as healthy.
49. I feel that I share in the successes and failures of this school.
50. I regularly receive information about the quality of my work.

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51. There are many incentives here to work hard.
52. I have good job security in this school.
53. The administration of this school expects us to be productive in our work.
54. I feel a sense of ownership in this school.
55. I'm encouraged to make suggestions about how we can be more effective.
56. It would take very little for me to move to another school.
57. I take pride in being a part of this school.
58. The emphasis here is on letting us compete and see who ends up the winner.
59. Everyone employed in this school knows what we value the most.
60. If someone has a good idea or project, the administration listens and supports it.

61 Sex
   (A) Male
   (B) Female

62 Age
   (A) Less than 30
   (B) 30 to 39
   (C) 40 to 49
   (D) 50 to 59
   (E) 60 or older

63 Ethnic background
   (A) White
   (B) Black
   (C) Hispanic
   (D) Asian
   (E) Other

64 Years of teaching experience
   (A) 0 to 3 years
   (B) 4 to 6 years
   (C) 7 to 9 years
   (D) 10 to 12 years
   (E) more than 12 years

65 Highest degree earned
   (A) Bachelor's degree
   (B) Master's degree
   (C) Educational specialist (6-year program or equivalent)
   (D) Doctoral degree

66. Please estimate school size
   (A) 0-249 students
   (B) 250-499 students
   (C) 500 or more students

67. Worked at current building
   (A) 1-2 years
   (B) 3 years or more